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UNITED STATES MILITARY ACADEMY

WEST POINT NEW YORK

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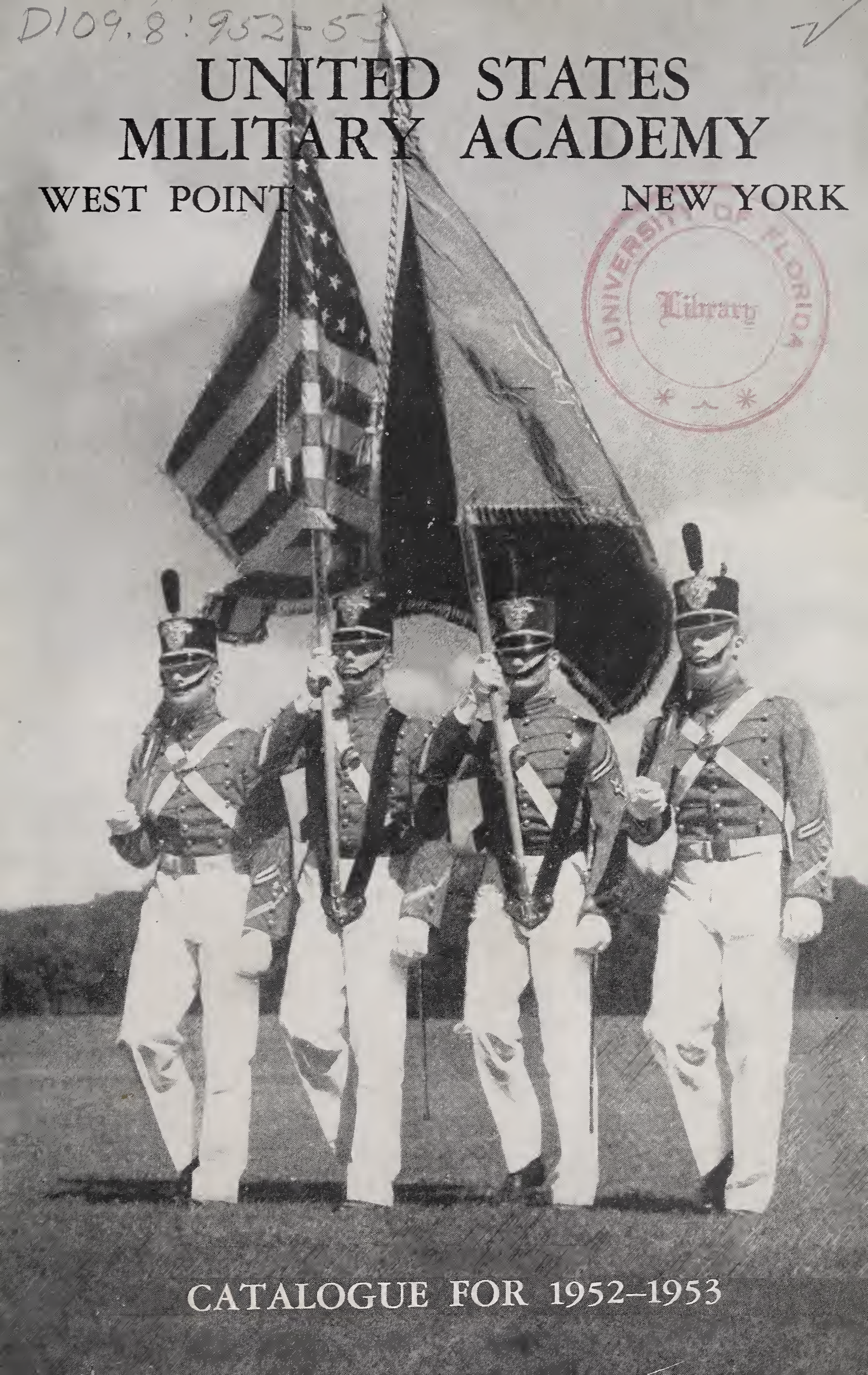
Library



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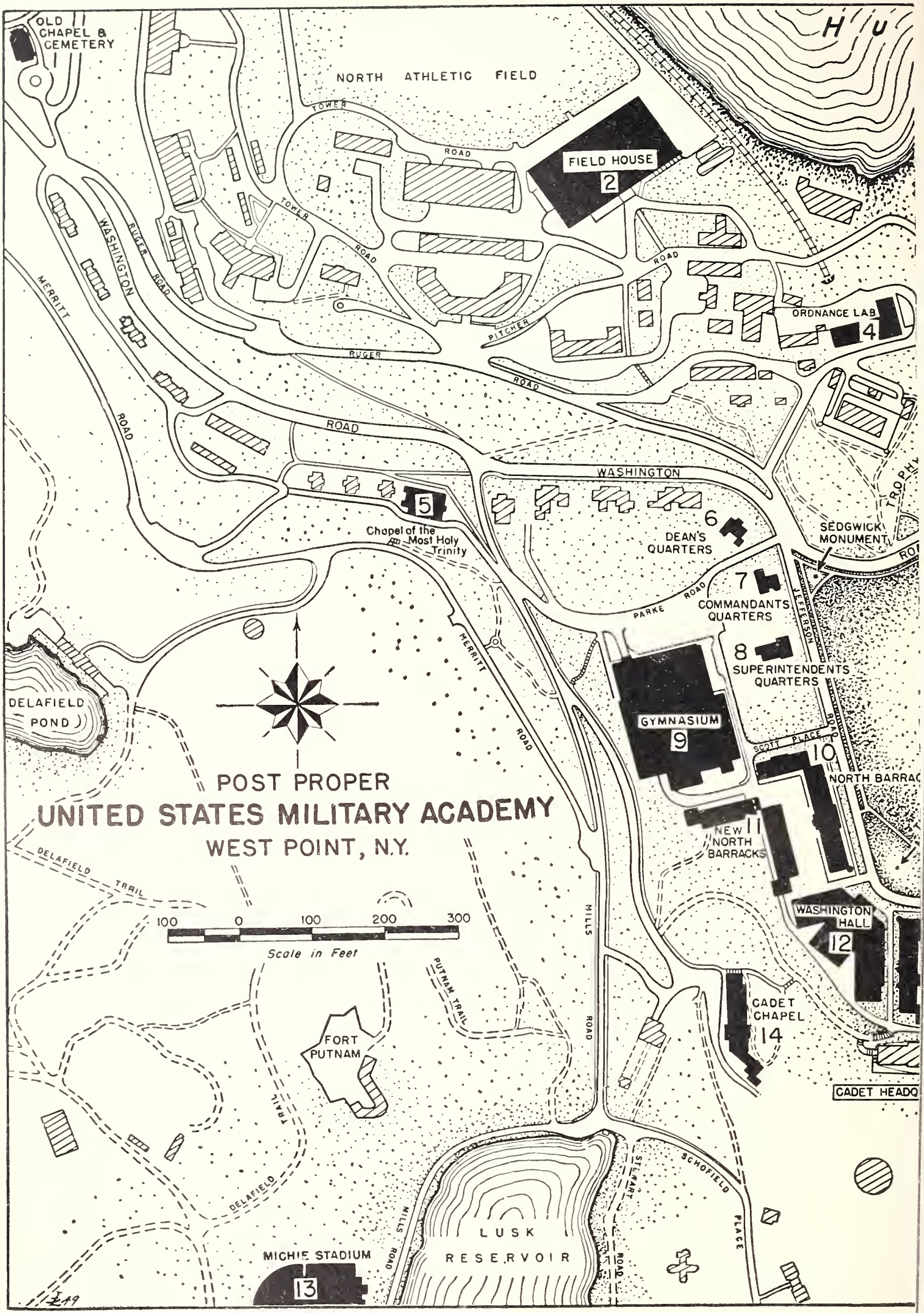
CATALOGUE

of the

UNITED STATES MILITARY ACADEMY

1952–1953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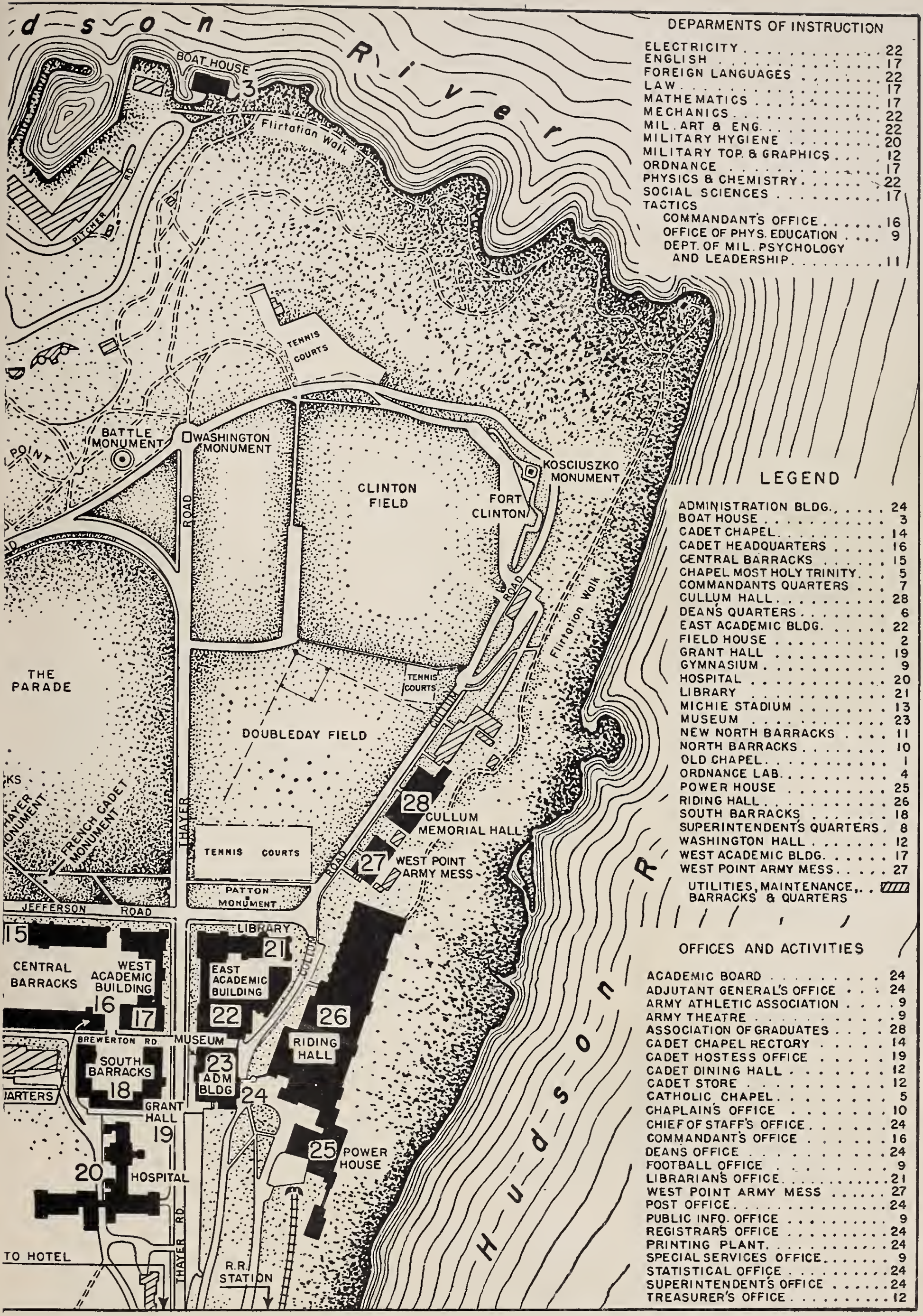
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TENNIS COURTS
THAYER
FRENCH CADET MONUMENT
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TENNIS COURTS
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CULLUM MEMORIAL HALL
ROAD
27
WEST POINT ARMY MESS
PATTON MONUMENT
JEFFERSON ROAD
LIBRARY
21
15
CENTRAL BARRACKS
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16
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EAST ACADEMIC BUILDING
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CULLUM
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RIDING HALL
BREWERTON RD
MUSEUM
23
ADM BLDG
24
SOUTH BARRACKS
18
QUARTERS
GRANT HALL
19
25
POWER HOUSE
20
HOSPITAL
TO HOTEL
THAYER RD.
R.R. STATION
Hudson R

DEPARMENTS OF INSTRUCTION

ELECTRICITY	22
ENGLISH	17
FOREIGN LANGUAGES	22
LAW	17
MATHEMATICS	17
MECHANICS	22
MIL. ART & ENG.	22
MILITARY HYGIENE	20
MILITARY TOP. & GRAPHICS	12
ORDNANCE	17
PHYSICS & CHEMISTRY	22
SOCIAL SCIENCES	17
TACTICS	
COMMANDANT'S OFFICE	16
OFFICE OF PHYS. EDUCATION	9
DEPT. OF MIL. PSYCHOLOGY AND LEADERSHIP	11

LEGEND

ADMINISTRATION BLDG.	24
BOAT HOUSE	3
CADET CHAPEL	14
CADET HEADQUARTERS	16
CENTRAL BARRACKS	15
CHAPEL MOST HOLY TRINITY	5
COMMANDANTS QUARTERS	7
CULLUM HALL	28
DEAN'S QUARTERS	6
EAST ACADEMIC BLDG.	22
FIELD HOUSE	2
GRANT HALL	19
GYMNASIUM	9
HOSPITAL	20
LIBRARY	21
MICHIE STADIUM	13
MUSEUM	23
NEW NORTH BARRACKS	11
NORTH BARRACKS	10
OLD CHAPEL	1
ORDNANCE LAB.	4
POWER HOUSE	25
RIDING HALL	26
SOUTH BARRACKS	18
SUPERINTENDENT'S QUARTERS	8
WASHINGTON HALL	12
WEST ACADEMIC BLDG.	17
WEST POINT ARMY MESS	27
UTILITIES, MAINTENANCE, BARRACKS & QUARTERS	▨

OFFICES AND ACTIVITIES

ACADEMIC BOARD	24
ADJUTANT GENERAL'S OFFICE	24
ARMY ATHLETIC ASSOCIATION	9
ARMY THEATRE	9
ASSOCIATION OF GRADUATES	28
CADET CHAPEL RECTORY	14
CADET HOSTESS OFFICE	19
CADET DINING HALL	12
CADET STORE	12
CATHOLIC CHAPEL	5
CHAPLAIN'S OFFICE	10
CHIEF OF STAFF'S OFFICE	24
COMMANDANT'S OFFICE	16
DEANS OFFICE	24
FOOTBALL OFFICE	9
LIBRARIAN'S OFFICE	21
WEST POINT ARMY MESS	27
POST OFFICE	24
PUBLIC INFO. OFFICE	9
REGISTRAR'S OFFICE	24
PRINTING PLANT	24
SPECIAL SERVICES OFFICE	9
STATISTICAL OFFICE	24
SUPERINTENDENT'S OFFICE	24
TREASURER'S OFFICE	12

Battle Monument

CATALOGUE

of the

UNITED STATES MILITARY ACADEMY

One Hundred and Fifty-first Year

1952–1953

COUNTRY
WEST POINT
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USMA

United States Government Printing Office
Washington : 1952

DEPARTMENT OF THE ARMY
WASHINGTON 25, D. C., *25 March 1952*

The following publication entitled "Catalogue of the United States Military Academy, 1952–53," is published for the information of all concerned.

[AG 351.27 (12 Dec 51)]

BY ORDER OF THE SECRETARY OF THE ARMY:

J. LAWTON COLLINS
Chief of Staff, United States Army

OFFICIAL:
WM E. BERGIN
Major General, USA
The Adjutant General

CONTENTS

Page

Calendar for 1952–53 x

Academic Calendar, 1952–53 xi

Administration 1

The Aim of West Point 2

History of West Point 3

The Honor System 10

Admission 13

- *I. General* 13
- *II. Appointments* 14
  - *1. General* 14
  - *2. Sources of Nomination* 14
  - *3. Qualified Alternates and Qualified Competitors* 19
- *III. Entrance Requirements* 20
  - *1. General* 20
  - *2. Scholastic* 21
  - *3. Medical* 24
  - *4. Physical Aptitude* 25
- *IV. Entrance Examinations* 27
  - *1. March* 27
  - *2. June* 28
- *V. Miscellaneous* 28
  - *1. Candidate's Submission of Records* 28
  - *2. Previous Qualification* 29
  - *3. USMA Preparatory School* 29
  - *4. Physical Conditioning* 29
  - *5. Deposit Upon Entrance* 29

United States Military Academy Preparatory School 31

General Information 32

- *Pay and Allowances* 32
- *Promotion After Graduation* 32
- *Leaves of Absence and Holidays* 32
- *Film of West Point* 32

Organization of the Corps of Cadets 33

Departments of Instruction 35

- *Course of Study* 35
- *Grading System* 35
- *Program of Instruction for Academic Year 1952–53* 36
- *Typical Cadet Schedules* 38
- *Department of Electricity* 41
- *Department of English* 42
- *Department of Foreign Languages* 43
- *Department of Law* 44
- *Department of Mathematics* 45
- *Department of Mechanics* 47
- *Department of Military Art and Engineering* 49
- *Department of Military Hygiene* 52
- *Department of Military Topography and Graphics* 53
- *Department of Ordnance* 54
- *Department of Physics and Chemistry* 55
- *Department of Social Sciences* 56
- *Department of Tactics* 59

WASHINGTON

Washington Monument

Page
Program of Studies in National Security.......... 65
The Aptitude System.......... 67
Lecture Program.......... 71
Special Educational Activities.......... 76
    Student Conferences on United States Affairs.......... 76
    Cadet Forum.......... 77
Religion.......... 79
The Library.......... 80
The West Point Museum.......... 82
Intercollegiate Athletics.......... 85
Activities and Social Life.......... 86
The Hospital.......... 89
Buildings and Grounds.......... 91
Prizes and Distinctions.......... 99
Rhodes Scholarships.......... 104
Board of Visitors.......... 106
Superintendents of the United States Military Academy.......... 109
Staff and Faculty.......... 112
    Academic Board.......... 114
    Administrative Staff.......... 115
        General Staff.......... 115
        Special Staff.......... 115
        1802d Special Regiment.......... 116
    Instructional Staff and Faculty.......... 117
Association of Graduates.......... 138
    West Point Societies.......... 139
Appendices.......... 143
    I. Physical Requirements.......... 143
    II. Sample Questions, Mental Examination.......... 154
Index.......... 164

List of Illustrations

Color Guard.......... *Cover*
Map of Post Proper.......... ii–iii
Battle Monument.......... iv
Washington Monument.......... viii
Administration Building.......... xii
Washington Hall.......... 12
Corps Review.......... 33
North Barracks.......... 34
Study Groups.......... 40
Air View Academic Area.......... 50
West Point from the East Bank of the Hudson.......... 64
Interior of Cadet Chapel.......... 78
Sports Pictures.......... 84
Cadet Hop.......... 86
Interior of Grant Hall.......... 87
The Ski Club.......... 88
Cadet Chapel.......... 90
Old Cadet Chapel.......... 96
The Hudson—North From Trophy Point.......... 108
Delafield Pond.......... 136
Map of Northeastern United States.......... 170
Map of West Point and vicinity.......... *Inside back cover*

CALENDAR FOR 1952–53

1952

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S	M	T	W	T	F	S
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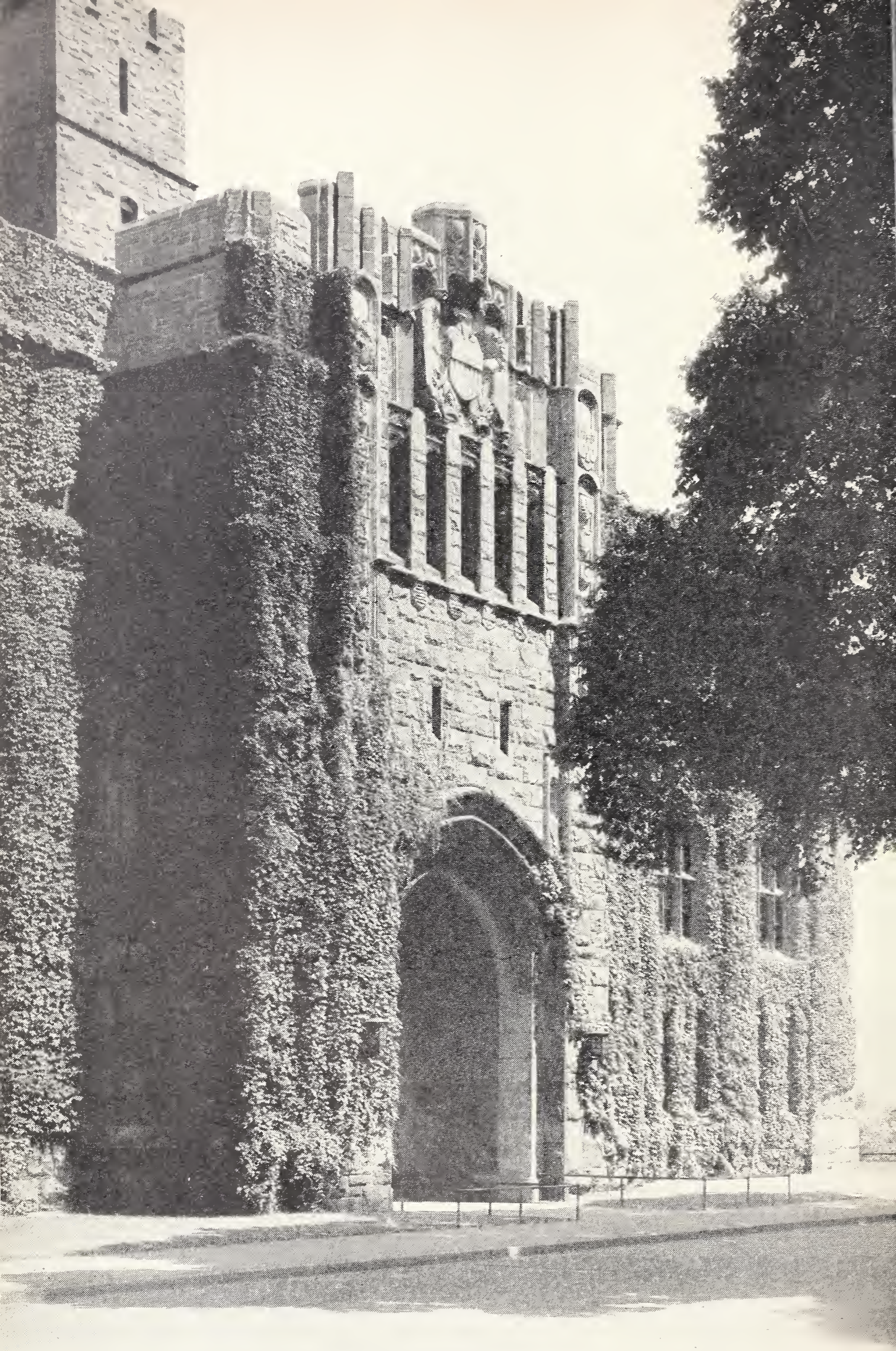
ACADEMIC CALENDAR, 1952–53

1952

1 July	*Tuesday*	New Fourth Class enters.
4 July	*Friday*	Independence Day. Duties suspended.
12 August	*Tuesday*	Reexamination of cadets deficient on second term-end examinations.
28 August	*Thursday*	Ex-cadets report for readmission.
1 September	*Monday*	Labor Day. Duties suspended.
2 September	*Tuesday*	First term begins.
11 November	*Tuesday*	Armistice Day. Classes suspended.
27 November	*Thursday*	Thanksgiving Day. Classes suspended.
20 December	*Saturday*	First term ends at 12:00 noon. Christmas leave begins for those in three upper classes not taking term-end examinations.
22 December	*Monday*	Term-end examinations begin.
29 December	*Monday*	Term-end examinations completed. Ex-cadets report for readmission.

1953

1 January	*Thursday*	Christmas leave for three upper classes ends at 5:30 P. M.
2 January	*Friday*	Second term begins.
23 February	*Monday*	Washington's Birthday. Classes suspended.
3 March	*Tuesday*	Entrance examinations begin for candidates applying for admission July 7.
10 March	*Tuesday*	Reexamination of ex-cadets.
19 March	*Thursday*	Spring leave for three upper classes begins at 3:15 P. M.
22 March	*Sunday*	Spring leave for three upper classes ends at 6:00 P. M.
28 May	*Thursday*	Second term ends.
29 May	*Friday*	Term-end examinations begin.
30 May	*Saturday*	Memorial Day. Duties suspended.
31 May	*Sunday*	Baccalaureate Sunday.
1 June	*Monday*	Term-end examinations completed.
2 June	*Tuesday*	Graduation.
9 June	*Tuesday*	Entrance examinations begin for candidates applying for admission July 7.
7 July	*Tuesday*	New Fourth Class enters.



Administration Building

ADMINISTRATION

The United States Military Academy is under the general direction and supervision of the Department of the Army. The Secretary of the Army has designated the Chief of Staff of the Army as the officer in direct charge of all matters pertaining to West Point.

The immediate government and military command of the Academy and the military post at West Point are vested in the Superintendent. Subordinate to the Superintendent is the Dean of the Academic Board who has charge of the faculty and all academic work, and who acts as representative of the academic departments and as adviser on academic matters to the Superintendent. The administration and training of the Corps of Cadets is in charge of the Commandant of Cadets, who is also head of the Department of Tactics.

Superintendent: MAJ. GEN. FREDERICK A. IRVING, USA.
Office: Administration Building.
Aides-de-camp: CAPT. WILLIAM VAN D. OCHS, JR., INF;
1ST LT. HENRY L. INGHAM, II, ARTY.
Office: Administration Building.

Dean of the Academic Board: BRIG. GEN. HARRIS JONES, USA.
Office: Administration Building.
Assistant to the Dean: MAJ. CRANSTON E. COVELL, ARTY.
Office: Administration Building.

Commandant of Cadets: COL. JOHN K. WATERS, ARMOR.
Office: Cadet Headquarters, Central Barracks.
Assistant Commandant: COL. HARRY L. HILLYARD, INF.
Office: Cadet Headquarters, Central Barracks.

THE AIM OF WEST POINT

The aim of West Point is to provide instruction, experience, and motivation to each cadet so that he will graduate with the knowledge and the qualities of leadership required of a junior officer and with a basis for continued development throughout a lifetime of service to his country, leading to readiness for responsibilities of the highest order in the Department of Defense.

Implicit in this aim are the following objectives:

1. To give the cadet the motivation for a lifetime of military service to his country.
2. To give the cadet a balanced and liberal education in the arts and sciences in order to develop his powers of reasoning and analysis, to give him a firm grasp of the role of the military establishment in a democratic society and an awareness of the problems facing the State he is to serve; and to give him a background of general knowledge similar to that possessed by the graduates of our leading universities.
3. To develop in the cadet those personal physical attributes and abilities needed by a leader in the Armed Forces.
4. To give the cadet a basic military education in the fundamental tactics and techniques of modern warfare and in the roles and missions of the combined arms of all the services.
5. To develop in the cadet a sense of duty and the qualities of character, leadership, integrity, loyalty, and discipline.

HISTORY OF WEST POINT
1802–1952

The United States Military Academy was established officially on 16 March 1802 at West Point, a key Hudson River military fortress during the Revolution, and was opened on 4 July 1802.

Two compelling reasons made the formation of an American military academy at that time both logical and necessary: the experience of the Revolutionary War; and the ominous international political situation in 1801, the year Thomas Jefferson became President.

The experience of the Revolutionary War, during which America had to rely in large part on foreign drillmasters, artillerists, and trained engineers, made the military and political leaders of the day energetic backers of a military academy. The earliest proposal was in 1776 by Colonel Henry Knox who recommended "An Academy established on a liberal plan . . . where the whole theory and practice of fortification and gunnery should be taught." The papers of General Benjamin Lincoln, General Jedediah Huntington, Secretary of War Timothy Pickering, John Adams, Alexander Hamilton, and George Washington mention time and again the need for an academy. In his annual messages to Congress, Washington always included a plea that the Congress provide facilities for the study of military art. In 1797 in his eighth annual message, for example, he said:

> The institution of a military academy is also recommended by cogent reasons. However pacific the general policy of a nation may be, it ought never to be without a stock of military knowledge for emergencies. . . .[The art of war] demands much previous study, and . . . [knowledge of that art] . . . in its most improved and perfect state is always of great moment to the security of a nation. . . . For this purpose an academy where a regular course of instruction is given is an . . . expedient which different nations have successfully employed.

The military academies that "different nations" had "successfully employed" and that Washington likely had in mind were England's Royal Military Academy at Woolwich, founded in 1741, and France's Ecole Polytechnique, founded in 1794. The Royal Military College at Sandhurst in England was founded the same year as our own Academy, 1802. And Washington quite obviously realized that complete independence for America called not only for the severance of political ties from England and the formation of an independent political state, but also for independence in every facet of national life and culture: in law, religion, agriculture, shipbuilding, trading, manufacturing, and military science. How deeply he continued to feel about the need for an Academy appears in a letter written 2 days before his death and addressed to Alexander Hamilton:

> The establishment of an Institution of this kind, upon a respectable and extensive basis, has ever been considered by me as an object of primary importance to this country; and while I was in the Chair of Government, I omitted no opportunity of recommending it, in my public speeches and other ways, to the attention of the Legislature.

The second compelling reason for the immediate establishment of an American Military Academy was the ominous international political situation of 1801–2. The previous two decades had been troublesome ones. The weak and ineffectual Articles of Confederation and Perpetual Union, trouble with the Barbary pirates, Shay's rebellion, boundary disputes, frontier battles, currency quarrels: these had plagued the young nation, and now it was threatened by the danger of involvement in the complexities that were coming as an aftermath of the French Revolution of 1789. Public opinion moved toward more energetic national government and better-trained armed forces. So it was that Congress, by its Act of 16 March 1802, authorized a Corps of Engineers, set its strength at 5 officers and 10 cadets, and provided that it be stationed at West Point in the State of New York, and should constitute a Military Academy.

The garrison site of West Point, consisting of 1,795 acres purchased from Stephen Moore in 1790, had been occupied by the Army since 1778. Hence barracks and other buildings, while inadequate, were available for housing and instruction, and Major Jonathan Williams, grandnephew of Benjamin Franklin and Chief of the Corps of Engineers, who had been appointed as the first Superintendent, was able to open the Academy on 4 July 1802 with 10 cadets present.

The initial purpose of the Academy was to train military technicians for all branches of the military service, to encourage the study of military art nationally and thus raise the level of training of the militia, and to encourage the practical study of every science. This last, it should be noted, at a time that many other American academic institutions looked at the sciences with suspicion and hostility. How well the Academy succeeded in its purpose for the first ten years of its existence was summarized by the most authoritative historian of that period of American life, Henry Adams. In his History of the United States (9 vols., 1889–91), covering the Jefferson and Madison administrations, Adams offers the tribute that American scientific engineering " . . . owed its efficiency and almost its existence to the military school at West Point established in 1802."

Early in the year 1812 the growing threat of war with England impelled Congress to pass the act of 29 April 1812 by which the strength of the Corps of Cadets was increased to 250, the academic staff enlarged, and the cadets placed under the discipline of published regulations. A chaplain was authorized who in addition to his religious duties was "to officiate as Professor of Geography, Ethics, and History." The act required also that the cadets be taught "all the duties of a private, a noncommissioned officer, and an officer." This requirement, says Emory Upton in The Military Policy of the United States (1904), was the "key to the character for efficiency and discipline which the graduates have since maintained."

The record of the War of 1812 shows that the Academy graduates served their country well. A quarter of the more than 100—all under 30 years of age—who saw action were killed or wounded; and not one of the fortifications constructed under their direction was captured. Henry Adams was appreciative of their technical skill. "During the critical campaign of 1812," he wrote, "the West Point Engineers doubled the capacity of the little American army for resistance."

The experience of the War of 1812, that gave the Nation new self-assurance, affected the Academy's educational aims in the period of peace which followed. No longer was the enemy an immediate threat on our borders; American nationality had been firmly established. National interest called now for canals, roads, railroads, and the exploitation of the soil and its mineral wealth. The accurate mapping of rivers, the deepening of their channels, the constructing of lighthouses and beacon lights: these were needed to make communication easier. And the preliminary work of prospecting and surveying had to be done.

That the Academy graduates of this era were men who through force of character and training could assume leadership in the performance of these tasks was due largely to the genius of Colonel Sylvanus Thayer, Superintendent from 1817 to 1833. The "Father of the Military Academy" had one ideal before him: to produce men who would be trained and worthy leaders. He demanded of the cadets excellence of character and excellence of knowledge, the two integrating qualities of such leadership. But he knew that to achieve his ideal he must master and guide the day-to-day routine of the Academy, and so it was that he let no detail of character training or discipline, of curriculum content, of textbooks, of teaching methods, of extracurricular activities, of physical plant escape his attention.

Thayer grasped at once the need of the country for engineers, and therefore made courses in civil engineering the core of the curriculum. Under his direction, instruction in that subject eventually included the properties, preparations, and use of materials for construction; the art of construction generally, including decorative architecture; the manner of laying and constructing roads; the construction of bridges; the principles regulating the removal of obstructions impeding river navigation; the survey, location, and construction of canals and railroads; and the formation of artificial and the improvement of natural harbors.

A list of the Academy's achievements in the field of civil engineering that can be attributed to the farseeing genius of Thayer would include trigonometrical and topographical surveying; methods of triangulation; magnetic declination; and the systems used in locating, surveying, and dividing the public lands of the United States. Francis Wayland Brown, the scholarly president of Brown University from 1827 to 1855, said in 1850 in a report to the Corporation of Brown University that West Point graduates did "more to build up the system of internal improvement in the United States than [the graduates of] all other colleges combined."

To help him by outside criticism of his work, Thayer had the aid of a Board of Visitors. A regulation for the Government of the Military Academy, approved by Secretary of War William H. Crawford on 1 July 1815, provided for the appointment of such a Board to consist of five "competent gentlemen," with the Superintendent as President, who should attend at each of the annual and semiannual examinations and report thereon to the Secretary. This excellent custom of having a Board of Visitors has lasted to the present day. From the beginning their criticism was pertinent and helpful; nor is this surprising when the long list of those who have been members is scanned, for thereon the names of men like Edward Everett, George Bancroft, George Ticknor, Horace Mann, and Daniel Coit Gilman appear. Thayer knew the value of the intelligent lay point of view and welcomed the Board's comments on his curricular shift to civil engineering, his innovations in educational method, and his system in general.

His innovations in educational methods ensured that the cadets not only learned but retained their subjects. Basically, he demanded that the cadets develop habits of mental discipline and maintain standards of scholarship that have grown in importance the more they have been tested through the years. He emphasized habits of regular study, he laid down the rule that every cadet had to pass every course—any deficiency had to be made up within a specified time or the cadet would be dropped. To carry out these rigorous standards he limited the classroom sections to from 10 to 14 members; he rated these sections in order of merit and directed that cadets be transferred from one to the other as their averages rose or fell.

These methods and standards of Thayer's system are still used at the Academy, and Thayer's insistence on leadership integrated by excellence of character and excellence of knowledge has been the cornerstone of the Academy's training since his day. Emerson, visiting West Point in 1863, spoke of the "air of probity, of veracity, and of loyalty" the cadets had; and when in 1898 the present coat of arms was adopted, the motto thereon of "Duty, Honor, Country" was but a later generation's attempt to put Thayer's ideal into words.

To the casual student it might seem that until about 1860 West Point was filling the almost dual roles of national military academy and of national school of civil engineering. But despite the curricular emphasis on civil engineering and the renown of her graduates in that field the Academy never forgot her deepest and most abiding obligation to the Nation: to send forth graduates trained in the art and science of war. That the obligation was fulfilled is attested for these early years by the records of the Mexican and Civil Wars. The record of the Mexican War is told best in the words of General Winfield Scott:

> I give it as my fixed opinion, that but for our graduated cadets, the war between the United States and Mexico might, and probably would, have lasted some four or five years, with, in its first half, more defeats than victories falling to our share; whereas, in less than two campaigns we conquered a great country and a peace, without the loss of a single battle or skirmish.

The record of the Civil War shows that the Confederacy used graduates whenever and wherever possible; the Union, in the beginning, used "political" generals. Defeat after defeat proved the need for professionally trained officers and, in the last year of the war, all senior commanders of the Union armies were Academy graduates. Grant, Lee, Sheridan, Jackson, to name but a few on both sides, were all from West Point.

After the Civil War, changing conditions necessitated a shift in the Academy's curriculum away from the emphasis on civil engineering. The first Morrill Land-Grant Act of 1862, granting Federal land to each State "for the endowment, support, and maintenance of at least one college where . . . military tactics . . . [and] . . . such branches of learning as are related to agriculture and the mechanic arts [shall be taught]," enabled American education to be enormously expanded. New technical and engineering schools, supplementing those that had been founded in the second quarter of the nineteenth century, made it possible for West Point to drop its strong emphasis on engineering subjects. But even had these new schools not come into being, the Academy would have found it impossible to keep on producing both adequately trained Army officers and adequately trained engineers. The tremendous expansion of the body of scientific knowledge during these years—the last half of the nineteenth century—was enforcing specialization in all technical fields. And since the science of war likewise expanded greatly it became obvious that the Army officer would need specialization in his particular branch of service.

The Academy met these changed conditions by severing its direct relationship with the Corps of Engineers; from 1866 on it was no longer mandatory that the Superintendent be a member of that Corps. To take care of officer-specialization demand, several Army postgraduate schools were set up, and West Point gradually came to be looked on as only the initial step in the Army officer's education. As the Academy approached its centennial, the military objective of the curriculum came to be the giving of general instruction in the elements of each military branch.

After its centennial, in 1902, the Academy underwent a thoroughgoing structural renovation and became known as the New West Point. Coincident with this reconstruction, General Albert L. Mills, the Superintendent, had the entire curriculum, military and academic, reassessed. As a result, military instruction was transformed from a series of mechanical drills to practical training in minor tactics and field work. Complete correlation was developed between instruction and actual field conditions. One of Mills' special hobbies was English; he believed that the Army officer should be able to express himself clearly in speech and writing. To that end, he strengthened greatly the course in English. A gradual liberalization of the curriculum went on until the outbreak of World War I.

World War I tested and proved, as never before, the soundness of the Academy's curriculum and training. Although in order to meet the sudden and great demand for trained officers the course was shortened and a number of classes graduated early, the qualities and abilities of the graduates remained high.

After the close of the war the Academy's further development was placed in the hands of General Douglas MacArthur, who became Superintendent on 12 June 1919. General MacArthur's primary concern was an adaptation of the curriculum in terms of the recent war. It was known, for instance, that the concept of total war, new in military history, required cadets to have a knowledge of national production, transportation, and social problems; that something of the new developments in weapons and tactics had to be incorporated into cadet instruction; and that shortcomings in the officers' physical development, seen clearly in the stress of battle, made a longer and more vigorous physical training program necessary. But at the same time it was realized that the tremendous advances in the art and science of war, made under the pressure of actual conflict, presaged further development of Army postgraduate schools, and hence a growing emphasis upon a more broadly conceived basic curriculum at West Point. The belief was reached that the Academy would serve best by giving the cadets a combination of general and technical education, in this way providing a solid foundation for a professional military career.

The part of the curriculum General MacArthur changed with the greatest vigor was that relating to physical education. He believed firmly that physical fitness was a basic requirement of an officer; and he planned a strenuous program of compulsory gymnastic instruction complemented by an intramural program of 14 sports in which every cadet had to take part. The wisdom of his foresight has been reflected ever since in the excellent physical condition of all cadets at all times.

Soon after General MacArthur's incumbency the policy of a liberal as well as a technical education got renewed emphasis by the introduction of a course in economics and government under the professor of English and History. In 1926 the Department of English and History was reorganized into the Department of Economics, Government, and History; and a separate Department of English established. In succeeding years curricular reforms took place in modern languages, natural philosophy, and mathematics.

All phases of training were greatly intensified during the rearmament years, 1939–41; and the part played by its graduates in World War II seemed to justify the teaching and the courses at the Academy. Eisenhower, MacArthur, Bradley, Patton, Spaatz, Arnold, Collins, Clark, McNair, Devers, Wainwright, McNarney, Stilwell, Eichelberger, Vandenberg, Simpson: the list of West Point graduates who led our armies is a long and honored one. But much was learned from World War II; there were revised concepts of what professional military education should mean. In 1945 a special Board of Consultants, civilian and military, made a study of the curriculum and as a result of their recommendations a number of changes were made. Among these were expansion of the work in English and in international relations; and the introduction of courses in electronics, economic and industrial geography, and military psychology and leadership. At the present time the humanities comprise about 40 percent of the curriculum; the sciences about 60 percent.

The latest curricular addition is a Program of Studies in National Security, set up in 1949. Actually it is a shift in emphasis and not a curricular change. The general object of the program is the orientation of all courses, both military and academic, to the problem of national security today; the more pertinent courses have been coordinated and their direction and emphasis brought into common focus.

And yet while modifying its academic or military training whenever the need arises, the Academy builds always on the cornerstone of the Thayer system: leadership integrated by excellence of character and excellence of knowledge.

THE HONOR SYSTEM

The Honor System at West Point stems logically from the ideal of Colonel Sylvanus Thayer that the Military Academy must produce graduates possessing leadership integrated by excellence of character and excellence of knowledge.

Honor, as it is understood by the Corps of Cadets, is a fundamental attribute of character. Honor implies loyalty and courage, truthfulness and self-respect, justice and generosity. The Honor System is not a complicated system of ethics, but is merely straightforward honesty of thought and of action. A cadet who has trained himself to be true in thought and act need have no worry about meeting the standards of the Corps. On the other hand, quibbling, evasive statements, or the use of technicalities to conceal guilt are not tolerated by the Corps.

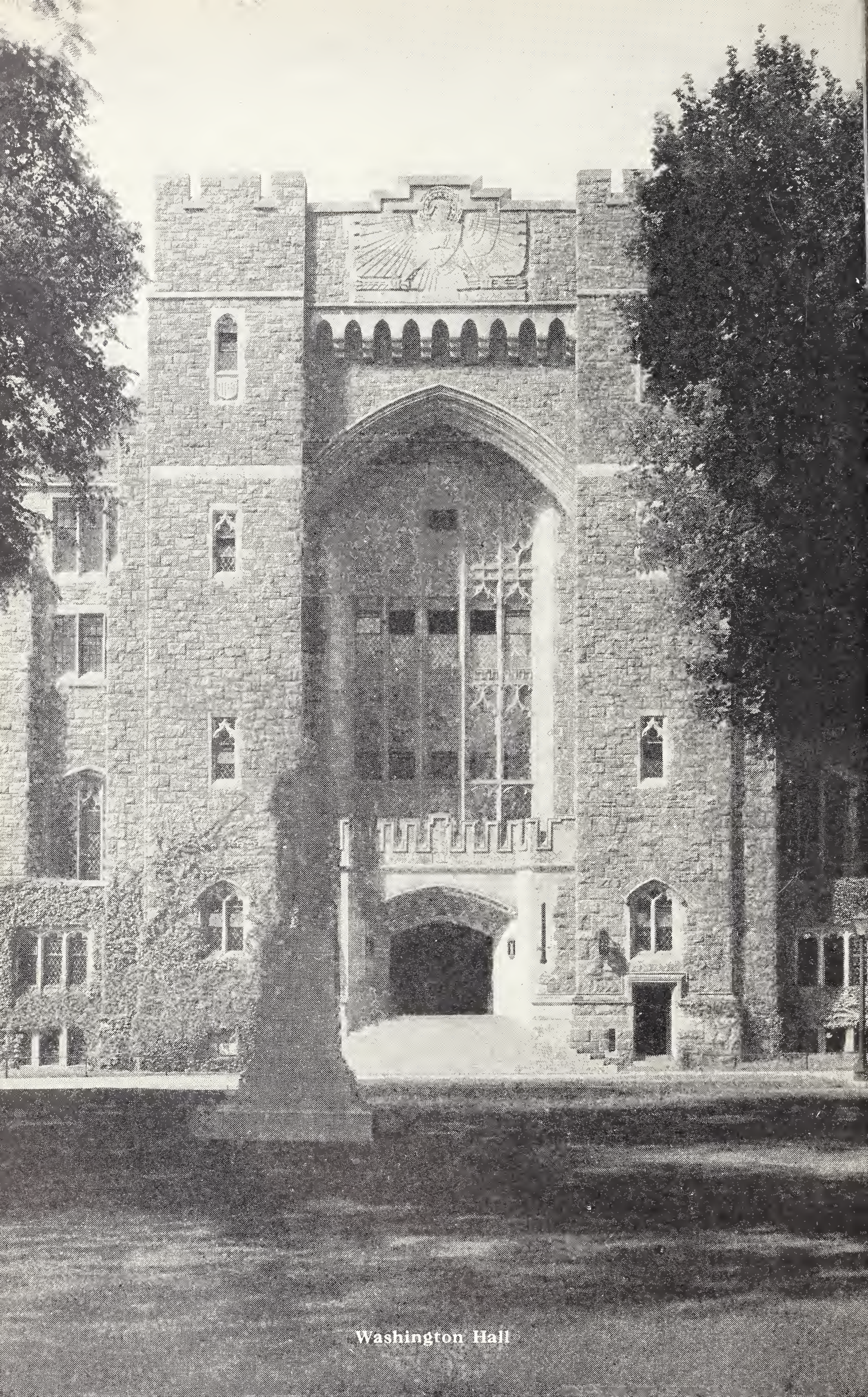
For its success the Honor System depends more upon the Corps of Cadets than upon the supervision of the officers. Each year the cadets select from among themselves an Honor Committee that interprets the System to the Corps, explains the principles upon which it is based, and brings honor violations into the open. Its procedures are codified, and its members have responsible authority. Its tasks are numerous. They include indoctrinating new cadets in the principles of the System and guarding against the appearance of practices inconsistent with the System. The Committee has no punitive powers, its functions being entirely investigative and advisory. If a cadet is reported to the Commandant by the Committee as possibly guilty of an honor violation, the Commandant sets in motion all the official machinery to make a careful investigation of the facts. In the course of this investigation, the rights of the cadet are protected in accordance with the prescriptions of Army Regulations.

Although there are many cadet regulations that are related to the Honor System, the System has never outgrown its simple meaning—that a cadet will neither lie, cheat, nor steal. A cadet's written or spoken word is always regarded as truth. If he signs a statement that he has complied or will comply with a particular regulation, the statement is accepted without question. A cadet taking advantage of a dining privilege, for instance, is required to sign his departure and return in a book. His signature means that he has taken no undue advantage of the privilege during his absence from barracks. Having once signed for the privilege, he is honor-bound to report himself for any violation of it.

In other cases, a cadet's simple word is taken in lieu of a complicated official report. An example is a cadet's crossing a sentry post and telling the sentry "All Right". "All Right" means that the cadet is authorized to cross the post and has legitimate reasons for doing so. The phrase is used elsewhere in a variety of circumstances as an official formula with a definite meaning. It may be the oral report of a cadet who has just performed a specific duty, or it may be the spoken guarantee that the authorized occupants of a room are present at a given inspection. The system of "All Right" is carefully explained to all new cadets so that there can be no mistake about its significance.

The Honor System is an essential element in the character molding which goes on at the Military Academy. It is a vital influence in the day-to-day life of every cadet. Instances are constantly occurring which show how much the System means to the Corps. Cadets are expected to report themselves for unintentional violations. A cadet may be reported by one of his closest friends for a violation because the men of the Corps feel that the System is bigger than any one man or any personal friendship.

The devotion of the Corps of Cadets to the Honor System is very real and is very deeply rooted.



Washington Hall

ADMISSION

I. GENERAL

The requirements for admission to the Military Academy differ somewhat from those for admission to a civilian college or university. In the sections that follow, these requirements are set forth in detail. Each candidate should study carefully those which apply to his individual case. The paragraphs immediately below summarize briefly the steps which *all* candidates must take.

The initial step in gaining admission is to secure a nomination. No one may take the entrance examinations unless he has been designated a nominee by one of the nominating authorities. Usually, the candidate obtains his nomination either from his Representative in Congress or from one of his United States Senators. Other sources of nomination are described in detail in section II of this chapter. To be eligible for appointment a candidate must have had his seventeenth birthday and not have had his twenty-second birthday on 1 July of the year of proposed admission.

The second step is to satisfy the mental and physical requirements for admission to the Academy. For the vast majority of candidates this opportunity comes during the first week in March each year (a supplemental examination is held in June for certain classes of appointees) when entrance examinations are held at certain military installations throughout the country and overseas. The entrance examination is in three parts: mental, medical (physical), and physical aptitude.

The mental examination required of a candidate depends upon the kind of nomination he has received and upon the extent of his education. Any candidate who has graduated from high school with good grades, particularly in mathematics and English, should be able to pass the mental examination.

All candidates must take the medical examination. To qualify, a candidate must be in good health, have no deformities, and have good vision and hearing. All candidates must also take the physical aptitude examination. Qualification in this examination requires that a candidate have the physical strength, endurance, coordination, and agility normally found in active young men in their late teens.

Several weeks after a candidate has taken the examinations, he is notified whether or not he has qualified for admission. If qualified, and if a vacancy exists under the terms of his appointment, he reports at West Point on the first Tuesday of July. At that time, he is sworn in as a cadet of the United States Military Academy and assumes an obligation to serve in the Army or Air Force for the period required by law.

Detailed statements of the general, scholastic, medical, and physical-aptitude requirements are contained in section III of this chapter. Each candidate should make a careful study of the scholastic requirements in particular to find out specifically in what category he falls. Once a candidate has secured a nomination he will receive complete instructions from The Adjutant General, Department of the Army, concerning further action necessary to complete his admission requirements.

II. APPOINTMENTS

1. GENERAL

Admission to the Military Academy may be gained only by appointment to one of the 2,496 cadetships authorized by law. Graduation of the senior class normally leaves about 750 vacancies each year. Candidates may be nominated for these vacancies only during the year preceding the admission date, the first Tuesday in July.

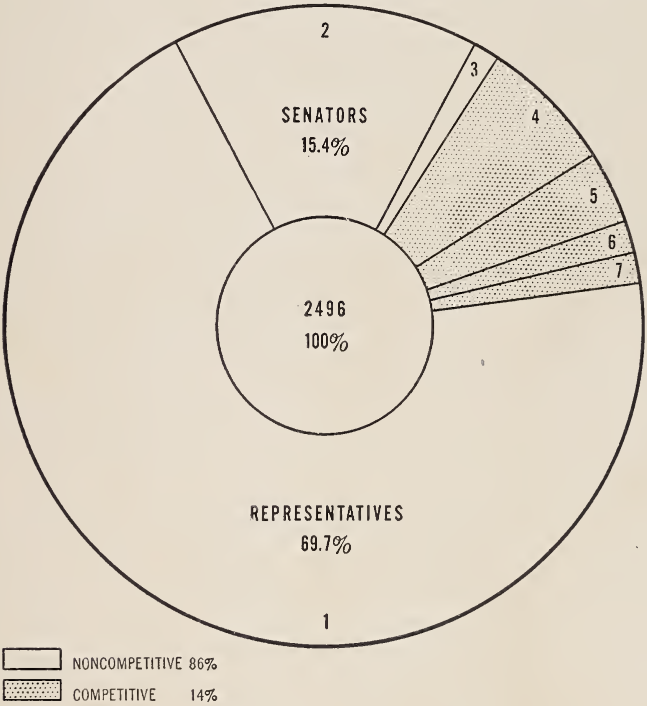
Letters of appointment are issued by the Department of the Army, in the name of the President, upon receipt of a nomination from one of the sources described below.

2. SOURCES OF NOMINATION

The 2,496 cadetships authorized at the Military Academy are allocated among the various sources of nomination as follows:

Noncompetitive:		
1—Representatives (4 each)		1,740
2—Senators (4 each)		384
3—Miscellaneous		
Hawaii and Alaska, 4 each	8	
District of Columbia	6	
Panama Canal	2	
Puerto Rico	4	
Vice Presidential	3	
Total miscellaneous		23
Competitive:		
4—Army and Air Force		
Regular Components		90
Reserve Components (National Guard of the United States; Air National Guard of the United States; Organized Reserve Corps; Air Force Reserve)		90
5—Presidential		89
6—Sons of deceased veterans		40
7—Honor military and Honor naval schools		40
Total		2,496

a. Noncompetitive.—Nomination of candidates for appointment from noncompetitive sources (whether or not based upon preliminary competitive examination) is entirely in the hands of the nominating authority who has the cadetship at his disposal, and all applications must be addressed to him. For each vacancy four candidates may be nominated: one to be named as principal, one as first alternate, one as second alternate, and one as third alternate. The first alternate, if qualified, will be admitted if the principal fails; the second alternate, if qualified, will be admitted if both the principal and the first alternate fail; and the third alternate, if qualified, will be admitted if the principal and the first and second alternates fail. The law requires that candidates appointed from States at large, congressional districts, the Territories, the District of Columbia, or the island of Puerto Rico, must be actual residents of the geographical unit from which nominated.



(1) Vice Presidential:

The Vice President may nominate candidates from the United States at large.

(2) States at large and congressional districts:

The nominating authorities of the States at large are the United States Senators; of the congressional districts, the Representatives in Congress. *The great majority (85%) of all appointments are controlled by these two groups.* Inasmuch as many

Congressmen hold their own competitive examinations to facilitate selection of the best qualified applicants, candidates seeking congressional nomination should apply to their Senators and Representatives at the earliest possible date.

(3) Territories, District of Columbia, and Puerto Rico:

Nominating authorities for these vacancies are the following:

Territory of Alaska—Delegate in Congress
Territory of Hawaii—Delegate in Congress
District of Columbia—Commissioners of District of Columbia
Puerto Rico—The Resident Commissioner

(4) Panama Canal:

Appointments are made upon nomination of the Governor of the Panama Canal from among the sons of civilians residing in the Canal Zone and sons of civilian personnel of the United States Government and the Panama Railroad Company residing in the Republic of Panama.

b. Competitive.—Appointments to vacancies within competitive groups are awarded to those fully qualified candidates within each category who attain the highest scores on the West Point Achievement Tests in Mathematics and English and the West Point Aptitude Test. Candidates for these vacancies can qualify only by taking these three tests on the first Tuesday in March, regardless of the extent of their education and regardless of performance on entrance examinations of previous years. Failure of a competitive candidate to report for the March examination—regardless of the circumstances—will vacate his nomination. There is no restriction on the residence of any competitive candidate.

(1) Army and Air Force:

One hundred and eighty (180) cadetships at the Military Academy are divided equally between enlisted men of the United States Army and the United States Air Force as follows:

Ninety (90) from the Regular components (Regular Army and Regular Air Force); Ninety (90) from the Reserve components (National Guard of the United States, the Air National Guard of the United States, the Organized Reserve Corps, and the Air Force Reserve).

On or about 1 June each year The Adjutant General estimates the number of vacancies that will be available for appointments to the class entering the Military Academy on the first Tuesday in July of the following year. The number of candidates nominated from each of the Regular components may be three times the number of available vacancies. For each available vacancy in the ninety (90) cadet spaces authorized the non-Regular components, the Army and Air Force National Guard of the United States are authorized to nominate from among their combined enlisted personnel three candidates; and the Organized Reserve Corps and Air Force Reserve are authorized to nominate from among their combined enlisted personnel three candidates. Admission of candidates to fill Regular component vacancies is made from among all Regular Army and Regular Air Force competitors regardless of the command from which nominated; to fill Reserve component vacancies, from among all National Guard, Air National Guard, Organized Reserve Corps, and Air Force Reserve competitors regardless of the State, Territory, District, or command from which nominated.

(*a*) Regular components:

An applicant must have completed at least one full year of active enlisted service in the Regular Army or Regular Air Force on the date of his admission to the Military Academy. Although his service need not have been continuous, he must be in an active enlisted status at the time of his admission. Candidates are selected nearly one year in advance of the scheduled date of admission to permit them to attend the United States Military Academy Preparatory School at Stewart Air Force Base, Newburgh, N. Y. A joint Army-Air Force publication, issued annually on or about 1 May, gives detailed directions about making application for Regular component appointments.

(*b*) Reserve components:

An applicant must be an enlisted man of one of the Reserve components at the time of nomination and at the time of his admission to the United States Military Academy. He must have served as an enlisted man in the component from which he is nominated not less than one year preceding the date of his admission. It is not essential that the service have been continuous. The Department of the Army issues a letter of appointment to each candidate selected authorizing him to report the following March for the annual entrance examination. At that time, in competition with the entire number of Reserve component candidates, he must take the West Point Aptitude Test and the West Point Achievement Tests in Mathematics and English. A joint Army-Air Force publication, issued annually on or about 1 May, gives detailed directions for making application for Reserve component nomination.

(2) Presidential:

Eighty-nine (89) cadetships are reserved for disposition by the President of the United States. For nearly a century these appointments have been reserved by each President for the sons of members of the regular components of the Army, Air Force, Navy, Marine Corps, and Coast Guard, who are still in service, retired, or who died while serving therein. The administration of these appointments has been delegated to the Department of the Army. Applications by those eligible should be made by letter (no prescribed form) addressed to The Adjutant General, Department of the Army, Washington 25, D. C., giving the name, rank, service number, and branch of service that the parent carries or carried as a member of such regular component; and the full name, address, and date of birth of the applicant (complete military address and service number if in the Armed Forces). Adopted sons are eligible for appointment if they were adopted prior to their fifteenth birthday; a copy of the order of court decreeing adoption, duly authenticated and certified by the clerk of the court, must accompany the application.

(3) Sons of Deceased Veterans of World Wars I or II:

Forty (40) cadetships are provided for the sons of members of the Armed Forces of the United States who were killed in action or who died of wounds, injuries, or disease resulting from active service during World Wars I or II. The Veterans' Administration determines the eligibility of all applicants, and its decisions are final and binding on the Department of the Army. Application should be made by letter (no form is prescribed) addressed to The Adjutant General, Washington 25, D. C. The letter should state the full name, date of birth, and address of the applicant (complete service address should be given if the applicant is in the Armed Forces), and the name, rank, service number, and last organization of the veteran parent, together with a brief statement concerning the time, place, and cause of death. The claim number assigned to the veteran parent's case by the Veterans' Administration should also be furnished.

(4) Honor Military and Honor Naval Schools:

Forty (40) cadetships are provided for Honor Military and Honor Naval schools. Each such school of the essentially military type, as determined by annual Departments of the Army and Navy inspections, may nominate three candidates annually from among its honor graduates, to compete on the March entrance examination. The number of available vacancies will be filled in the order of merit established at the examination, regardless of the schools from which the candidates are nominated. Each nomination must contain a certification by the head of the institution that the candidate is an honor graduate of a year for which the institution was designated an honor military or naval school. No student may be rated as an honor graduate unless he has shown proficiency in subjects of his school work amounting to not less than the 15 units prescribed by the regulations for admission to the United States Military Academy. However, the institution is not limited to those graduates of the current year.

c. Sons of Congressional Medal of Honor Winners.—Sons of recipients of the Congressional Medal of Honor may be appointed to the Military Academy, provided they are qualified for admission. The administration of these appointments has been delegated to the Department of the Army. Application by those eligible should be made by letter (no form is prescribed) to The Adjutant General, Washington 25, D. C. The letter should contain the applicant's full name, address, and date of birth (complete service address should be given if the applicant is in the Armed Forces), the name, rank, and branch of service of the parent and a brief statement of the date and circumstances of the award. Candidates appointed from this source may qualify in the same manner as a congressional principal candidate. All who are found fully qualified will be admitted as cadets, regardless of the number.

d. Filipino Cadets.—In addition to the 2,496 cadetships authorized, the Secretary of the Army may permit each entering class one Filipino, designated by the President of the Republic of the Philippines, to receive instruction at the United States Military Academy.

e. Foreign Cadets.—The act of 26 June 1946 (as amended) authorizes the President of the United States to permit not more than 20 persons at a time from the Latin-American republics and Canada to receive instruction at the United States Military Academy. Not more than three persons from any one country may be cadets at the same time. Such persons receive the same pay and allowance (including mileage from their homes in proceeding to the Military Academy for initial admission) as cadets appointed from the United States. They are not entitled, however, by reason of their graduation to appointment in the United States Armed Forces.

Citizens of other foreign countries have been permitted from time to time to attend the Military Academy upon specific authorization of the United States Congress in each case. Applications must be submitted to the United States Government through diplomatic channels by the governments concerned.

Requirements for the admission, advancement, and graduation of foreign cadets are identical with those for United States cadets. In addition, such cadets must be provided with exactly the same amount of funds provided by the United States Government for United States cadets.

3. QUALIFIED ALTERNATES AND QUALIFIED COMPETITORS

An act of Congress approved 30 June 1950, provides that when upon determination that upon the admission of a new class to the Military Academy the total number of cadets will be less than the number authorized, the Secretary of the Army may, within his discretion and within the capacity of the Academy, nominate additional cadets to be admitted in such class in such number to meet the needs of the armed services, but not to exceed the authorized strength of the corps of cadets, from qualified candidates holding alternate appointments and other qualified candidates holding competitive appointments from the remaining sources of admission authorized by law, recommended and found to be qualified by the

Academic Board of the Academy, at least two-thirds of those so appointed to be from among qualified alternate candidates nominated by the Vice President, Members of the Senate and House of Representatives of the United States, Delegates and Resident Commissioners, the Commissioners of the District of Columbia, and the Governor of the Panama Canal, and not more than one-third of those so appointed to be from among qualified candidates holding competitive appointments from sources authorized by law other than those holding such alternate appointments. This law provides that these appointments shall be in addition to and not in lieu of appointments otherwise authorized by law. The only candidates eligible for consideration under this law are those found mentally and physically qualified in connection with an appointment held for admission the first Tuesday in July of the year concerned. No application is necessary since all candidates found fully qualified but not otherwise admitted are rated by the Academic Board. Their records are studied and the selections made based upon academic grades and other pertinent factors which affect the qualifications of the various candidates to become officers of the Army or Air Force. Those selected under this provision are admitted as cadets on or about 15 July.

III. ENTRANCE REQUIREMENTS

This section describes the specific requirements which candidates must fulfill *after obtaining an appointment* as outlined in the preceding section.

1. GENERAL

a. Age.—On 1 July of the year admitted to the Military Academy a candidate must have attained the age of 17 years and must not have reached the age of 22. The age requirements for all candidates are statutory and cannot be waived.

b. Citizenship.—A candidate must be a citizen of the United States, except for those appointed specifically as foreign cadets.

c. Character.—Every candidate must be of good moral character.

d. Marital Status.—A candidate must never have been married. A cadet may not marry until he has graduated from the Academy; and if any cadet is found to have been married, he will be immediately separated from the Academy.

e. Height and Weight.—No candidate will be admitted who is shorter than 5 feet 6 inches or taller than 6 feet 4 inches. The weight of a candidate must be within certain limits which depend upon his height. Height-weight tables will be found in appendix 1, paragraph *d*, page 145.

f. Admission Date.—New cadets report to West Point for admission on the first Tuesday in July, except when July 4th falls on Tuesday, in which event they report on the first Wednesday in July.

g. Engagement to Serve.—Upon admission each cadet (except foreigners) must sign articles, with the consent of his parents or guardian if he is a minor, by which he shall engage, unless sooner discharged by competent authority—

(1) To complete the course of instruction; and

(2) If tendered an appointment as a commissioned officer in the Regular Army or Regular Air Force upon graduation from the United States Military Academy, to accept such appointment and to serve under such appointment for not less than three consecutive years immediately following the date of graduation; and

(3) In the event of the acceptance of his resignation from a commissioned status in the Regular component of such armed service prior to the sixth anniversary of his graduation, or in the event of an appointment in such Regular service not being tendered, to accept a commission which may be tendered him in the Reserve component of such Regular service and not to resign from such Reserve component prior to such sixth anniversary.

h. Examination of Candidates.—Every candidate for admission to the Military Academy must take three types of examination: medical, mental, and physical aptitude. The entrance examinations begin on the first Tuesday in March of each year, being conducted at various military installations throughout the country and overseas. Each candidate holding a letter of appointment will be authorized by the Department of the Army to report at the examination center most convenient to his home, to his station, or to the school which he is attending. The examinations normally require 3 days.

2. SCHOLASTIC

a. General (*All Candidates*).—A candidate who has graduated from secondary school (or will have so graduated by the date of his admission to West Point) in the upper portion of his class, and who has attained good grades in his mathematics and English courses should be able to pass the Military Academy's entrance examinations without a long period of intensive cramming or special preparation. To qualify for admission, *all* candidates (competitive and noncompetitive) must—

(1) Submit their full educational records to date on forms furnished them by The Adjutant General with their letter of appointment.

(2) Pass the West Point Aptitude Test, a 2½-hour examination requiring no special preparation other than that implicit in the completion of a secondary school course. The test includes sections designed to measure likelihood of success in subjects such as mathematics, English, foreign languages, science, and engineering.

(3) Qualify in United States history, either by presenting evidence that they have satisfactorily completed a standard course in United States history or its equivalent (one year in secondary

school or one semester in college) or by passing the special West Point Achievement Test in United States history.

b. Competitive Candidates.—A candidate who seeks to qualify for admission under a competitive appointment—Army and Air Force (regular and reserve components), Honor Military and Honor Naval Schools, Presidential, or Sons of Deceased Veterans—must take the West Point Achievement Tests in Mathematics and in English, and the West Point Aptitude Test at the March examination. In addition, a competitive candidate must have satisfied the required credit in United States history by the time of the March examination, or take the United States History Achievement test at that time. The vacancies available within each of the four competitive categories are awarded to those candidates within each category who attain the highest proficient scores on the West Point Achievement Tests in Mathematics and English and the West Point Aptitude Test. Failure of a competitive candidate to report for the March examination automatically vacates his appointment.

c. Noncompetitive Candidates.—There are two methods by which a candidate may qualify mentally for a noncompetitive (congressional, etc.) appointment:

(1) By passing the West Point Aptitude Test and the West Point Achievement Tests in Mathematics and in English. The Mathematics Achievement Test is a 1½-hour test covering high school plane geometry and first and second year algebra, to include systems of equations involving quadratics, progressions, the binomial theorem, logarithms, and elementary numerical trigonometry. The English Achievement Test is a 1½-hour test covering English grammar, composition, and literature at the level to be expected of high-school graduates. Each candidate must submit his complete educational record. This record should show that he has graduated (or will have by the time of his admission) from a secondary school, with satisfactory grades accounting for 15 units credit. A unit credit is interpreted as satisfactory completion in secondary school of a standard academic year's study of a course below. Seven of the 15 units should be in the following courses:

Course	*Maximum unit credit*
Mathematics (algebra, first year)	1
Mathematics (algebra, second year)	1
Mathematics (plane geometry)	1
English, first year	1
English, second year	1
English, third year	1
History, United States	1

The remaining eight units should be chosen from the following optional courses:

Course	*Maximum unit credit*
Mathematics (advanced algebra)	½
Mathematics (solid geometry)	½
Mathematics (trigonometry)	½
English, fourth year	1
History (ancient)	1
History (European)	1
History (English)	1
History (World)	1
Economics	1
Sociology	1
Social Democracy	1
Problems of American Democracy	1
Contemporary Problems	1
Citizenship	½
Government	½
Civics	½
Latin, first year	1
Latin, second year	1
Latin, third year	1
Latin, fourth year	1
Greek, grammar and composition	1
Any modern foreign language, first year	1
Any modern foreign language, second year	1
Any modern foreign language, third year	1
Any modern foreign language, fourth year	1
Physics	1
Chemistry	1
General Science	1
Biology	1
Botany	1
Zoology	1
Geography	1
Drawing (mechanical or freehand)	1
Bookkeeping	1
Physiology	1
Psychology	1
Astronomy	½
Geology	½

No candidate will be refused permission to take the entrance examination because he does not have an acceptable educational record. However, the lack of a complete secondary school education or its equivalent may prove a handicap in passing the entrance examinations and in meeting minimum standards at West Point.

(2) By submitting an acceptable college record and passing the West Point Aptitude Test. A candidate who submits an acceptable record of at least one semester's credits earned at a recognized college, university, or engineering school, and who was admitted thereto after having earned in secondary school the 15 units credit described in paragraph (1) above, is specifically excused by the Academic Board at the Military Academy from taking the Achievement Tests in mathematics and English. He is then authorized to qualify mentally by passing only the West Point Aptitude Test. If his record lacks not more than two units of the secondary school credits described in paragraph (1) above, he may make up this deficiency in college. One semester of college work is considered the equivalent of one academic year of secondary school study.

In judging what constitutes a semester of acceptable college work, the Academic Board takes into account the entire academic record of the candidate. Low marks, failures, or conditions in college, or failure on a prior Military Academy entrance examination are considered good reasons for the rejection of a college certificate. A candidate whose college certificate has been rejected must qualify under the method of (1) above.

The only available sample questions indicating the scope of the entrance examinations are those found in appendix 2, pages 154–163.

3. MEDICAL

a. Preliminary Examination.—Time permitting, prior to reporting for the entrance examination, candidates should ascertain whether they have physical defects which would disqualify them for admission, or defects which could be corrected. Many candidates are disqualified at the entrance examinations for defects that might have been corrected if dental or surgical treatment had been undertaken in time. Candidates whose teeth are defective are not admitted to the Military Academy. Carious teeth should be restored by permanent fillings and missing teeth shoud be replaced by fixed bridgework, as described in appendix 1, before reporting for the entrance examination. In cases of malocclusion (excessive overbite, underbite, protruding teeth, etc.), which may require lengthy treatment, candidates are invited to submit dental plaster models and full mouth X-rays to The Adjutant General, Washington 25, D. C., Attention: Military Academy Section, for advance determination of acceptability.

Medical officers at Army, Air Force, or Navy installations having adequate medical facilities to conduct final-type physical examinations are authorized to accomplish preliminary physical examinations of applicants for admission to the United States Military Academy, provided that such persons present written requests therefor signed by one of the following: any Member of Congress; a parent or guardian of an applicant ntitled to a Presidential or Son of Deceased Veteran appointment; or any officer of the Army, Navy, or Air Force.

A candidate who finds it impractical to report to a military installation for a preliminary physical examination should consult a civilian physician and dentist to ascertain if he has any disqualifying defect. The candidate should invite the attention of the physician and dentist to the physical requirements and causes for rejection which are given in detail in appendix 1, pages 143–153.

No charge will be made for an examination conducted at a military installation, but the applicant or candidate is responsible for travel and personal expenses, and for all costs in connection with examination by civilian doctors or dentists.

A preliminary physical examination, whether conducted by military or civilian examiners, is advisory only and does not commit or obligate the Department of the Army to accept a candidate who is found by an entrance examination medical board to have a disqualifying physical defect.

b. Final Physical Examination.—Every candidate is required to undergo a very thorough physical examination at the conclusion of his mental examinations. His hearing must be normal (15/15) in each ear for the whispered voice, and the ears must be free from acute or chronic disease. His vision must not fall below 20/30 in either eye without glasses, correctable with glasses to 20/20 in each eye. Both eyes must be free from disease. No candidate will be accepted unless he has a minimum of 12 masticating teeth and 8 incisor teeth, all of which must be so opposed as to serve the purposes of biting and chewing. Details relating to physical requirements and causes for physical disqualification will be found in appendix 1, pages 143–153.

4. PHYSICAL APTITUDE

Every candidate is required to take a 1-hour physical-aptitude examination designed to measure strength, coordination, muscular power, endurance, speed, and flexibility. Examples of examination items are listed below together with standards to be considered by the candidate as minimum performance for each of these tests. The examination will be graded on the basis of the total score. In other words, if a passing grade is achieved on the whole examination, failure to achieve a passing score on any single test will not cause disqualification.

a. Vertical jump The difference between the height an individual can reach and the height he can jump and reach.	17 inches.
b. Standing broad jump for distance	6 feet 9 inches.
c. 3 broad jumps for distance Standing start with 3 continuous broad jumps.	20½ feet.
d. Pull-ups Chinning oneself on a horizontal bar, grasping bar with back of hand toward face.	3 times.

e.	Dips Raising and lowering oneself on parallel bars by means of the arms. The body is lowered until upper arm passes the horizontal.	3 times.
f.	Push-ups Standard push-ups starting from the leaning rest position	16 times.
g.	Dodge run A run through a maze placed on a gymnasium floor.	27 seconds.
h.	300-yard run (indoor track—11 laps to the mile)	46.7 seconds.
i.	300-yard run This test is a shuttle run on a gymnasium floor between two turning blocks placed 25 yards apart.	65 seconds.
j.	100-yard run This test is a shuttle run on a gymnasium floor between two turning blocks placed 25 yards apart.	18.9 seconds.
k.	50-yard run This test is a shuttle run as described under the above 100-yard run.	8.7 seconds.
l.	Bar vault for height From a standing position vault over a horizontal bar by touching it with only the hands using either flank or front vault.	4 feet 6 inches.
m.	Burpee test for 20 seconds Continuous movements from the standing position to the squat, to the leaning rest, to the squat, and back to the standing position.	10½ times
n.	Squat jumps From a squatting position on the right heel with fingers laced on top of head palms downward, and with left foot slightly advanced, spring upward until both knees are straight and both feet clear the floor. While the feet are off the floor advance the right foot and drop to a squat on the left heel. Spring up again and repeat.	28 times.
o.	Sit-ups These are to be performed with a partner holding the feet.	30 times.
p.	Sit-ups for speed These are to be performed in 30 seconds while lying on a gymnasium mat with toes hooked under a bar.	20 times.
q.	Softball throw for distance using a regulation softball (12-inch circumference)	140 feet.

r. Basketball throw for distance using a regulation basketball .... 65 feet.

s. Medicine ball put .... 33 feet.
A 6-pound medicine ball is put using the same movement as required for a shotput.

t. Hop, step, and jump .... 20 feet.
From a standing position take a hop, a step, and a jump to gain as great a distance as possible.

u 100-yard pickaback carry .... 27.0 seconds.
Carrying a partner astride his back one runs 100 yards by shuttling back and forth around stakes placed 25 yards apart. The partner must be within 10 pounds of one's own weight.

v. Rope climb (7 seconds) .... 10½ feet.
Climb a regulation gymnasium rope as high as possible in 7 seconds, using hands and feet or hands alone, starting from a standing position.

w. Single arm hang .... 5 seconds.
Hang full length by the right arm for 5 seconds from an overhead bar, the hand gripping the bar with the back of the hand toward the face. The elbow must be kept straight. Repeat the test with the left arm. This test is designed to show evidence of recurrent shoulder dislocation.

x. Basketball throw (modified) .... 46 feet.
Regulation basketball is thrown overhand for distance from the kneeling position.

Candidates should prepare for this examination by engaging in vigorous activities such as running, conditioning exercises, and competitive games, rather than by practicing on specific test items.

IV. ENTRANCE EXAMINATIONS

1. MARCH

The Military Academy examinations begin at 8:00 a. m. on the first Tuesday in March each year. All candidates are expected to report between 1:00 and 5:00 p. m. of the preceding afternoon, as explained in the original letter of appointment furnished the candidate by The Adjutant General. Three days normally are required for the completion of all mental, medical, and physical aptitude examinations. During this period sleeping accommodations and meals are made available to candidates at nominal cost. The cost of transportation and all personal expenses must be borne by the candidate.

Failure to report for examination automatically vacates any competitive appointment. Failure to report vacates a noncompetitive appointment unless failure is attributable to sickness or other unavoidable cause.

Each candidate will be authorized to report for examination to the military installation listed below which is most convenient to his address just prior to the March examination. A candidate may request The Adjutant General to change his place of examination.

Probable Examining Centers, March 1953

Army Base, Boston, Mass.
Army and Navy General Hospital, Hot Springs, Ark.
Walter Reed Army Medical Center, Washington, D. C.
William Beaumont Army Hospital, Fort Bliss, Tex.
Fort Benning, Ga.
Fort Bragg, N. C.
Fitzsimons Army Hospital, Denver, Colo.
Fort Sam Houston, Tex.
Keesler Air Force Base, Biloxi, Miss.
Fort Knox, Ky.
Fort Leavenworth, Kans.
Letterman Army Hospital, Presidio of San Francisco, Calif.
Fort Lewis, Wash.
March Air Force Base, Riverside, Calif.
Fort McPherson, Ga.
Fort Jay, Governors Island, N. Y.
Fort Sheridan, Ill.
Fort Sill, Okla.
Tripler Army Hospital, T. H.
Fort Brooke, Puerto Rico.
Fort Clayton, C. Z.
Elmendorf Air Force Base, Alaska.
Certain other overseas installations.

2. JUNE

A second examination is held at West Point only. This examination, held on the Tuesday preceding the 16th of June, is limited to candidates for vacancies available after the March examination.

V. MISCELLANEOUS

1. CANDIDATE'S SUBMISSION OF RECORDS

All necessary papers, certificate forms, and detailed instructions for the accomplishment and submission of each will be furnished the candidate by The Adjutant General along with the candidate's original letter of nomination. Before writing to The Adjutant General or to the Military Academy for additional information, candidates should study these instructions thoroughly.

2. PREVIOUS QUALIFICATION

A candidate (except an ex-cadet) once found mentally qualified for admission to the Academy will be considered mentally qualified for any subsequent noncompetitive appointment and will not be required to take further mental examination.

A candidate who has once qualified in physical aptitude will not be required to take another physical aptitude test.

A candidate must undergo the medical examination in the year preceding the proposed date of admission, even though he may have been found fully qualified in a previous year.

3. USMA PREPARATORY SCHOOL

The USMA Preparatory School at Stewart Air Force Base, Newburgh, N. Y., was established to prepare members of the Armed Forces for the entrance examinations. Participation in this preparatory training program is limited strictly to personnel on active duty who hold appointments to the Military Academy. The school is operated under the direction of the Superintendent, USMA. (For further details, see page 31.)

Prospective candidates may obtain information about the preparatory training program by writing to The Adjutant General, Department of the Army, Washington 25, D. C.

4. PHYSICAL CONDITIONING

Because of the nature of the new cadets' training during their first two months at West Point, the physical demands upon them are necessarily great. Experience indicates that those cadets who, prior to admission, have conditioned themselves physically are best able to meet the training requirements. The candidate should strive for the degree of conditioning required for vigorous athletic team sports. He is advised to practice heavy physical-conditioning exercises until many repetitions of the exercises can be performed without severe physical strain. In addition, he should strengthen his legs and wind by regular cross country running and by fast climbing on steep slopes. A program of vigorous competitive sports should be followed with emphasis on variety of sports rather than on one favorite activity. Any candidate in doubt as to physical conditioning methods will be wise to consult a high school or college physical education department.

5. DEPOSIT UPON ENTRANCE

Three hundred dollars ($300) should be deposited with the treasurer of the Academy before the cadet enters. This sum is credited to the cadet's account. It is used to pay part of the cost of the uniform and personal equipment with which he is provided immediately after admission and helps him to establish an initially sound financial position. Candidates or their parents should forward the deposit by draft, payable to the Treasurer, United States Military Academy.

Candidates should, on leaving home for admission, take with them no more money than is needed for traveling expenses. Any balance in their possession at the time of admission will be deposited to their credit with the Treasurer, USMA. Except for members of the Armed Forces, who are provided transportation or are allowed mileage as provided in Army

Regulations, cadets are allowed 5 cents per mile for traveling expenses from their homes in the United States or point of entry in the United States to West Point. Such mileage is credited to the cadet's account after his admission unless he makes a specific written request to the Commandant of Cadets that the mileage allowance be sent to his parents.

UNITED STATES MILITARY ACADEMY PREPARATORY SCHOOL

Exclusively for the benefit of candidates who are serving on active duty in the Armed Forces of the United States, the Department of the Army maintains the United States Military Academy Preparatory School at Stewart Air Force Base, Newburgh, N. Y., where an intensive preparatory training program is conducted under the direction of the Superintendent of the United States Military Academy.

The mission of the Preparatory School is to assist the candidates assigned thereto to pass the entrance examinations for admission to the Military Academy; to prepare them for successful accomplishment of the academic, military, and physical training courses at West Point; and to indoctrinate them in the methods and practices of the Military Academy. The tactical and administrative organization of the Preparatory School parallels that of the Corps of Cadets wherever possible.

This is the only West Point preparatory school available to personnel serving under enlistments, or on *extended* active duty, in the Army, Air Force, Navy, Marine Corps, or Coast Guard. Attendance at the Preparatory School is limited strictly to such personnel who have been appointed as candidates (whether as principals, alternates, or competitors) from one of the sources described in Admission, section II, and who meet the physical requirements for admission to the Military Academy as determined by a preliminary physical examination.

Duly appointed candidates who, subsequent to receipt of their appointments, enlist in any of the regular services listed above will be transferred to the Preparatory School upon request, provided they meet the physical requirements. There are no special or short-term enlistments solely for the purpose of attending the Preparatory School. Candidates who enlist and fail to gain admission to the Military Academy must complete the terms of their enlistments.

The basic preparatory training program is conducted from the first week in September until the March entrance examination. It is recommended that candidates arrive at the beginning of September in order that they may have the benefit of the full course. Candidates who take the March examination are continued in an advance course until June. As much of the basic course as possible is repeated from March until June for candidates appointed to undergo the special June entrance examination. Transfers of March candidates must be effected by 15 January, and the transfer of June candidates is effected as soon as practicable after receipt of their nominations.

A copy of the regulations governing attendance at the United States Military Academy Preparatory School may be obtained by writing to The Adjutant General, Department of the Army, Washington 25, D. C.

GENERAL INFORMATION

PAY AND ALLOWANCES

Cadets receive their entire education at Government expense and in addition are paid $936 a year plus an allowance of the cost of one ration a day. From this total the cadet pays for food, books, clothing, etc. The cost of the ration approximates the actual cost of the food. Quarters and medical attention are provided. With proper economy during his 4 years the cadet is able to save enough to purchase the initial supply of uniforms and equipment he will need as an officer.

The deposit of $300 the cadet is urged to make before he enters the Academy is used to pay part of the cost of the uniforms and personal equipment he is provided with immediately after admission (see p. 29).

PROMOTION AFTER GRADUATION

When any cadet of the United States Military Academy (other than foreign cadets) has completed the prescribed course of instruction and meets the required physical standards he may, upon graduation, be promoted and appointed a second lieutenant in the Regular Army or United States Air Force, and whenever any such appointment would result in there being a number of active list commissioned officers in the Regular Army or in the United States Air Force in excess of the authorized active list commissioned officer strength, such strength shall be temporarily increased as necessary to authorize such appointment (sec. 506 (f), Public Law 381—80th Congress).

LEAVES OF ABSENCE AND HOLIDAYS

Although the summer period (June, July, August) is primarily devoted to practical military instruction, class leaves are given during this period as follows: First Class, 4 weeks; Second Class, 4 weeks; Third Class, 4 weeks. Academic duties are suspended for about 10 days at the Christmas holiday period and for about 4 days during March. At these times, cadets of the First, Second, and Third Classes who are not taking final examinations and whose disciplinary records and credit balance with the Treasurer warrant it, are granted leaves of absence.

Cadets of the First Class are granted week-end leaves during the year, if their duties, academic and disciplinary records, and credit balances warrant the leaves.

Academic and other duties are suspended for all classes on such national holidays as may be designated by the Department of the Army.

FILM OF WEST POINT

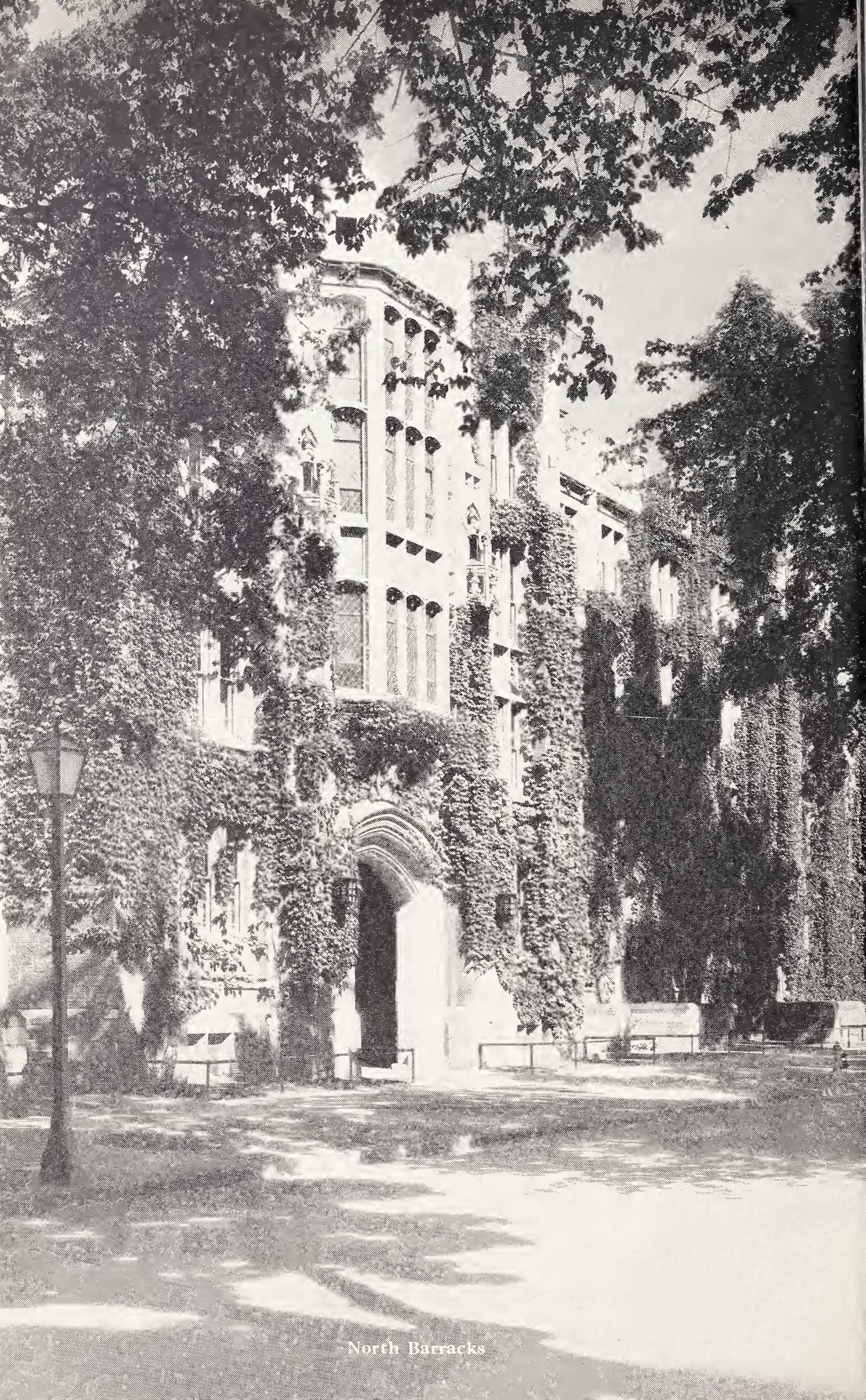
A documentary 16 mm sound film, "This Is West Point," showing the daily life of the cadets, is available on loan. Address inquiries to the Public Information Officer, West Point, N. Y.

ORGANIZATION OF THE CORPS OF CADETS

The approximately 2,400 cadets of the Corps are organized into 24 companies of about 100 men each. The 24 companies are formed into 6 battalions; and the 6 battalions into 2 regiments. The two regiments make up the cadet Brigade.

At the head of the Brigade is the Cadet Brigade Commander (known also as the Cadet First Captain) who has a staff of a Brigade Adjutant, a Brigade Training Officer, and a Brigade Supply Officer. The two Cadet Regimental Commanders have corresponding staffs, as have the six Cadet Battalion Commanders.

Each company is in charge of a Cadet Company Commander, with subordinate cadet officers in command of the smaller units.



North Barracks

DEPARTMENTS OF INSTRUCTION

COURSE OF STUDY

The United States Military Academy offers a 4-year course of undergraduate study leading to the degree of Bachelor of Science. The Military Academy is accredited by the Association of American Universities and by the Middle States Association of Colleges and Secondary Schools. Except for a choice of one of five languages, the curriculum is prescribed.

The course of study is designed to prepare the graduate for the diverse intellectual problems that confront an officer during his career. To solve these problems the officer must have knowledge and understanding of our culture and technology, capacity for dealing with foreign allies, and a talent for adjusting military plans and operations to the status of the national economy. Because of such requirements and their resulting curricular objectives, the West Point course of study cannot be classed as either liberal arts or engineering but has somewhat the character of both.

After he graduates, the officer may do advanced study in civilian universities and he will invariably take advanced study in one or more graduate schools of the Armed Forces. These are of several levels: the branch schools; the Command and General Staff colleges; and, at the highest level, the War Colleges (Army, Navy, Air) and the joint colleges (National War College, Industrial College of the Armed Forces). Selected students from all the armed forces attend the joint colleges.

GRADING SYSTEM

Daily grades in each course of instruction at the Military Academy are awarded on a 30-point scale from 0.1 to 3.0, 3.0 equaling 100 percent and 2.0 being the lowest passing mark. A cadet's daily grades and cumulative record in each course are posted weekly on the class bulletin boards along with a report of all cadets deficient (average grade less than 2.0) in one or more subjects. Cadets attend classes in small sections of perhaps 12–15 students, all of whom have achieved substantially the same average grade in the subject. Approximately every four weeks the cadets are resectioned on the basis of their cumulative average grades in each subject.

A cadet's class rank (or order of merit) at year end and at graduation is determined by the total credits earned in all subjects in relation to the totals earned by each of his classmates. Maximum credits or weights assigned the various subjects are in proportion to the time allotted for instruction. A graduating cadet's choice of branch (Engineer, Artillery, Signal Corps, Infantry, etc.) is influenced by his class standing.

A report on the cadet's progress is mailed to his parents monthly throughout the academic year.

Class	Subject	Attendance	Length of period (minutes)
FOURTH (Freshman year).	Mathematics	Whole class daily	80
	Military topography and graphics.	One half class daily except Saturday.	120
	Physical education	One half class daily except Saturday.	45
		Whole class Saturday	45
	English	One half class daily except Saturday.	60
	Languages	One half class daily except Saturday.	60
	Tactics	Two attendances a week.	60
	Intramural athletics	Two attendances a week (36 periods).	75
THIRD (Sophomore year).	Mathematics	One half class daily	80
	Physics	One half class daily	80
	Chemistry	One half class daily (91 periods).	80
	Languages	One half class daily	70
	English	One half class daily except Saturday (63 periods).	60
	Military psychology and leadership.	One half class daily except Saturday (27 periods).	60 or 120
	Military topography and graphics.	One half class daily except Saturday.	60 or 120
	Military hygiene	One half class daily except Saturday (15 periods).	60
	Tactics	Two attendances a week.	60
	Intramural athletics	Two attendances a week. (36 periods).	75

Class	Subject	Attendance	Length of period (minutes)
SECOND (Junior year).	Mechanics of fluids	One half class daily	80
	Mechanics of solids	One half class daily	80
	Electricity	Whole class daily (158 periods).	80
		One half class daily (27 periods).	80
	Military instructor training.	One half class daily (27 periods).	80
	Social sciences (geography, government, and history).	Whole class daily except Saturday.	60
	Tactics	Two attendances a week.	60
	Intramural athletics	Two attendances a week (36 periods).	75
FIRST (Senior year).	Military engineering	One half class daily	80
	History of military art.	One half class daily	80
	Social sciences (economics and international relations).	One half class daily	70
	Ordnance	One half class daily	70
	English	One half class daily except Saturday (27 periods).	60
	Law	One half class daily except Saturday.	60
	Military psychology and leadership.	One half class daily except Saturday (53 periods).	60
	Tactics	Two attendances a week.	60
	Intramural athletics	Two attendances a week (36 periods).	75

The average number of periods available for the courses prescribed in table are as follows:

Whole class daily	212
Half class daily	106
Half class daily (except Saturday)	90
Two attendances a week	72

TYPICAL CADET SCHEDULES

FOURTH (FRESHMAN) CLASS

FIRST WEEK:

	7:55 A.M.	9:15 A.M.	9:30 A.M.	9:55 A.M.	10:15 A.M.	11:55 A.M.	1:00 P.M.	2:00 P.M.	2:15 P.M.	3:00 P.M.	3:15 P.M.	3:30 P.M.	4:45 P.M.
Mon	MATH		PHYS ED				ENGLISH		TACTICS				
Tue	MATH			MILITARY TOPOGRAPHY AND GRAPHICS			FOREIGN LANGUAGES					INTRAMURAL[1]	
Wed	MATH		PHYS ED				ENGLISH						
Thu	MATH			MILITARY TOPOGRAPHY AND GRAPHICS			FOREIGN LANGUAGES					INTRAMURAL	
Fri	MATH		PHYS ED				ENGLISH		TACTICS				
Sat	MATH		PHYS ED										

BLANK SPACES TO 3:15 P.M. REPRESENT CADET STUDY TIME; AFTER 3:15 P.M. CADET FREE TIME

SECOND WEEK: Except on Saturday, Military Topography and Graphics alternates with Physical Education; Saturday schedule remains constant.
English meets Tuesday, Thursday; Foreign Languages meets Monday, Wednesday, Friday.
Tactics alternates with Intramural.

NOTE: 1. During winter months, Free Time may replace voluntary Intramural.

THIRD (SOPHOMORE) CLASS

FIRST WEEK:

	7:55 A.M.	9:15 A.M.	9:55 A.M.	10:35 A.M.	10:45 A.M.	11:55 A.M.	1:00 P.M.	2:00 P.M.	2:15 P.M.	3:00 P.M.	3:15 P.M.	3:30 P.M.	4:45 P.M.
Mon	MATH		LAB[1]	CHEMISTRY[2]			ENGLISH[3]		TACTICS[4]				
Tue	PHYSICS	LAB[5]			FOREIGN LANG		MILITARY TOPOGRAPHY AND GRAPHICS					INTRAMURAL[6]	
Wed	MATH			CHEMISTRY			ENGLISH						
Thu	PHYSICS				FOREIGN LANG		MILITARY TOPOGRAPHY AND GRAPHICS					INTRAMURAL	
Fri	MATH			CHEMISTRY			ENGLISH		TACTICS				
Sat	PHYSICS				FOREIGN LANG								

SECOND WEEK: English alternates with M T and G.
Tactics alternates with Intramural.

NOTES:
1. Chemistry has twenty 2-hour laboratory periods.
2. Military Hygiene replaces Chemistry for last 15 periods of the year.
3. Military Psychology and Leadership replaces English for first 27 periods of the year.
4. Physical Education replaces Tactics for 30 periods.
5. Physics has eighteen 2-hour laboratory periods.
6. During winter months, Free Time may replace voluntary Intramural.

SECOND (JUNIOR) CLASS

FIRST WEEK:

7:55 A.M.	9:15 A.M.	9:55 A.M.	10:35 A.M.	11:55 A.M.	1:00 P.M.	2:00 P.M.	2:15 P.M.	3:00 P.M.	3:15 P.M.	3:30 P.M.	4:45 P.M.
Mon	MECHANICS		LAB[1]	ELECTRICITY[2]		SOCIAL SCIENCES		TACTICS[3]			
Tue	MECHANICS	LAB[4]		ELECTRICITY		SOCIAL SCIENCES					INTRAMURAL[5]
Wed	MECHANICS			ELECTRICITY		SOCIAL SCIENCES					
Thu	MECHANICS			ELECTRICITY		SOCIAL SCIENCES					INTRAMURAL
Fri	MECHANICS			ELECTRICITY		SOCIAL SCIENCES		TACTICS			
Sat	MECHANICS			ELECTRICITY							

SECOND WEEK: Tactics alternates with Intramural.

NOTES:
1. Electricity has thirty-five 2-hour laboratory periods.
2. Military Instructor Training alternates with Electricity for last 27 periods of the year.
3. Physical Education replaces Tactics for 11 periods.
4. Mechanics has twenty-one 2-hour laboratory periods.
5. During winter months, Free Time may replace voluntary Intramural.

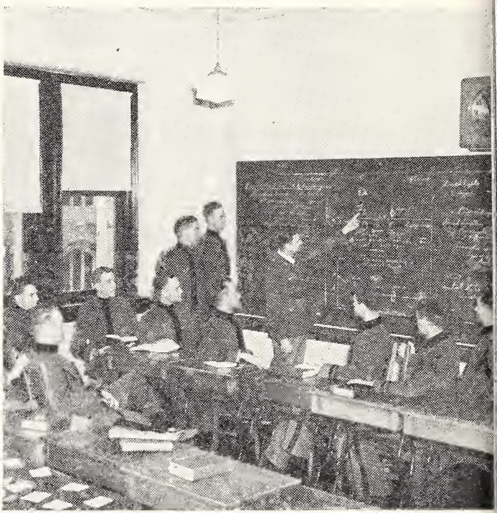
FIRST (SENIOR) CLASS

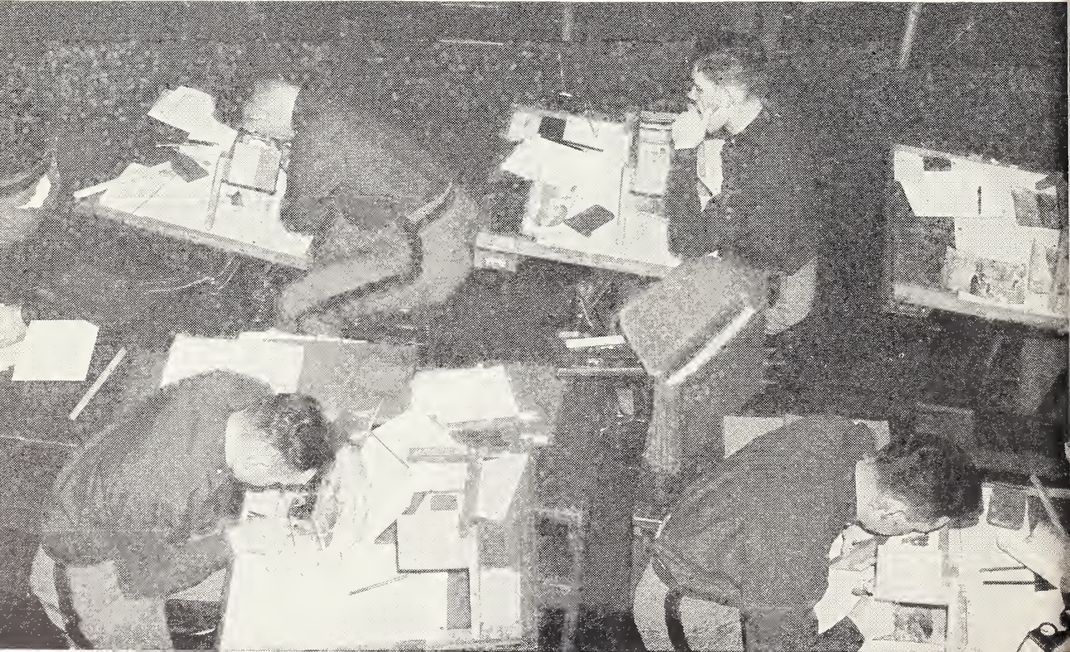
FIRST WEEK:

7:55 A.M.	9:05 A.M.	9:55 A.M.	10:35 A.M.	11:55 A.M.	1:00 P.M.	2:00 P.M.	2:15 P.M.	3:00 P.M.	3:15 P.M.	3:30 P.M.	4:45 P.M.
Mon	ORDNANCE	LAB[1]		HISTORY OF MILITARY ART		LAW		TACTICS[3]			
Tue	SOCIAL SCIENCES			MILITARY ENGINEERING		TACTICS					INTRAMURAL[2]
Wed	ORDNANCE			HISTORY OF MILITARY ART		LAW					
Thu	SOCIAL SCIENCES			MILITARY ENGINEERING		TACTICS					INTRAMURAL
Fri	ORDNANCE			HISTORY OF MILITARY ART		LAW		TACTICS			
Sat	SOCIAL SCIENCES			MILITARY ENGINEERING							

SECOND WEEK: Tactics alternates with Law.
Tactics alternates with Intramural.

NOTES:
1. Ordnance has fourteen 2-hour laboratory periods.
2. During winter months, Free Time may replace voluntary Intramural.
3. English replaces Tactics for first 27 periods.





DEPARTMENT OF ELECTRICITY

Professors: Cols. B. W. Bartlett (Head of Department), J. W. Green, Jr.

Associate Professor: Lt. Col. R. I. Heinlein, Jr. (Executive Officer).

Assistant Professors: Lt. Cols. J. F. Brownlow, Jr., R. M. Noonan, R. D. Terry.

Instructors: LCDR McCord; Capts. D. T. Baker, G. Cheadle, L. A. Cookman, H. W. Curtis, D. A. Gruenther, C. A. Holt, III, T. C. Musgrave, W. E. Peugh, M. L. Price, E. A. Saunders, G. H. Troxell, L. A. Wilson, Jr.; 1st Lt. E. H. Andrew, Jr.; 2d Lt. D. C. Ross.

Note.—The two courses in Electrical Engineering are survey courses somewhat broader in scope than the engineering school courses usually offered for nonelectrical engineers. Demonstration lectures and 2-hour laboratory exercises supplement the regular classroom instruction at frequent intervals. The two courses are conducted concurrently.

Second (Junior) Class

Electricity I: Fields, Machinery, and Nuclear Physics. *Assistant Professors:* Lt. Cols. Brownlow and Terry; *Instructors:* Capts. Baker, Cheadle, Peugh, Price, Saunders, Wilson; 1st Lt. Andrew.

a. Fields.—Basic ideas of magnetostatics, electrostatics, systems of units, and electromagnetics, requisite for study of electrical machinery. *23 hours (seventeen 80-minute periods).*

b. Machinery.—Fundamentals of DC generators and motors; single-phase and polyphase AC alternators, motors, and transformers; selsyns and amplidynes. This subject is taught from the point of view of operational characteristics rather than design. *43 hours (thirty-two 80-minute periods).*

c. Nuclear Physics.—Historical development of modern concepts, nuclear reactions, radiation hazards, nuclear fission, atomic power. *27 hours (twenty 80-minute periods).*

Laboratory.—The department's power laboratories are equipped for the instruction of 80 cadets working in 4-man teams. DC and AC machinery are studied. *20 hours (ten 2-hour periods).*

Electricity II: Circuits, Electronics, and Communications. *Assistant Professor:* Lt. Col. Noonan; *Instructors:* LCDR McCord; Capts. Cookman, Curtis, Gruenther, Holt, Musgrave, Troxell; 2d Lt. Ross.

a. Circuits.—Basic laws and theorems of DC and AC electric circuits, electrical instruments, complex notation, single and polyphase systems, resonance phenomena, pads, filters. *51 hours (thirty-eight 80-minute periods).*

b. Electronics.—Vacuum tube characteristics, cathode ray oscillograph, basic vacuum tube circuits (rectifier, amplifier, modulation, and oscillator), photocells. *35 hours* (*twenty-six 80-minute periods*).

c. Communications.—Wire telegraphy and telephony, AM and FM radio transmitters and receivers, propagation of electromagnetic waves, antennas, elementary principles of radar and television. *23 hours* (*seventeen 80-minute periods*).

Laboratory.—The department's circuits laboratory is equipped for the instruction of 120 cadets working individually. Basic AC and DC circuits; electronics and communications. *50 hours* (*twenty-five 2-hour periods*).

DEPARTMENT OF ENGLISH

Professors: COLS. G. R. STEPHENS (Head of Department), R. K. ALSPACH.

Associate Professors: COL. E. V. V. SUTHERLAND, LT. COL. J. D. BYRNE.

Assistant Professors: LT. COLS. T. L. FISHER, 2d, R. P. SCOTT (Executive Officer); MAJS. W. C. BURTON, B. J. GAULT, H. S. WALKER, W. E. WATERS; CAPT. J. C. BENNETT.

Instructors: MAJS. R. P. ASHLEY, G. KILNER, L. J. TRINKAUS, L. D. WALLIS; CAPTS. T. F. G. ADAIR, J. M. ALFONTE, L. B. BROUGHTON, R. W. FAAS, C. R. GORDER, T. H. HALLIGAN, R. H. JOHNSON, J. H. LINDEN, W. H. MCMURRAY, R. E. MORRISON.

Fourth (Freshman) Class

COMPOSITION, READINGS, AND PUBLIC SPEAKING. *Associate Professor:* Lieutenant Colonel Byrne; *Assistant Professors:* Majors Burton, Waters; Captain Bennett; *Instructors:* Majors Ashley, Kilner, Trinkaus; Captains Broughton, Halligan, Johnson, Linden, McMurray, Morrison.

Expository Writing.—Lessons on review grammar, punctuation, diction, and logic, with emphasis on the sentence and the paragraph, followed by theme assignments that progress through the simpler types of exposition—process, analysis, critical essay, factual report, feature article, book review—to a formal research paper. *51 hours.*

Readings.—Diversified reading selections, including a long narrative poem, one contemporary and two Shakespeare plays, short stories, biography, and two novels. Themes and class discussion based on the readings. *23 hours.*

Public Speaking.—The preparation and presentation of various types of speeches, such as the speech to inform, to convince, to actuate. The course includes special work in group discussion. *16 hours.*

*The Essay.**—Discussions and theme assignments. Readings from the familiar essays of Montaigne, Lamb, and Stevenson; the aphoristic essays of Bacon and Emerson; the satiric essays of Addison and Steele; the didactic essays of Carlyle and Newman; and the humorous essays of Leacock and Benchley.

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* Given during the spring term in lieu of review work to the highest-ranking cadets in fourth-class English.

Third (Sophomore) Class

Comparative Literature. *Associate Professor:* Colonel Sutherland; *Assistant Professors:* Lieutenant Colonel Fisher; Majors Gault, Walker; *Instructors:* Major Wallis; Captains Adair, Alfonte, Broughton, Faas, Gorder.

Selections from the world's literature are studied as examples of enduring literary forms. There are readings from the poetry of Homer, Virgil, Dante, Milton, Chaucer, Shakespeare, Wordsworth, Keats, Tennyson, Browning, Kipling, Yeats, and Eliot; and from the prose of Herodotus, Thucydides, Confucius, Plato, Epictetus, Emerson, Rosseau, and Marx. A number of periods are devoted to studying certain plays of Sophocles, Shakespeare, O'Casey, and William Wister Haines. In addition, the reading of two novels selected from a list suggested by the Department is required. Practice in writing and speaking is gained in the preparation of several formal papers, including two critical book reports, and by class discussion of readings. *63 hours.*

First (Senior) Class

Literature and Composition. *Instructors:* As for Third Class.

Study and discussion of literary works and the analysis of effective writing in order to develop the ability for clear and effective expression. Advanced expository themes. *27 hours.*

DEPARTMENT OF FOREIGN LANGUAGES

Professors: Cols. C. J. Barrett (Head of Department), W. J. Renfroe, Jr.

Associate Professors: Lt. Cols. B. D. Jones; J. D. Crowley, Jr. (Executive Officer).

Assistant Professors: Col. J. G. Focht; Lt. Col. M. S. Mirski; Majors L. A. Adams, Jr., J. H. Utley; Capt. E. H. Germann.

Civilian Assistant Professors: Mr. N. Maltzoff; Dr. F. Tiller.

Civilian Instructors: Messrs. J. Martinez, P. Vils, C. Viollet.

U. S. Army Instructors: Lt. Col. P. Dickson; Majs. C. T. Baldwin, Jr., C. F. Betts, W. C. Harper, L. V. Hayes, C. F. Radlo, V. P. Warren, S. Willard; Capts. A. V. Arnold, P. O. Callahan, C. S. Hamilton, J. W. Howe, J. G. Tomlinson, J. O. Whittington, D. Zillmer; 1st Lieut. C. B. MacKenzie.

Foreign Instructors: Maj. F. Zepeda (Mexican Army); Capt. H. F. Arnizaut de Mattos (Brazilian Army).

Note.—Each cadet studies one foreign language—French, German, Portuguese, Russian, or Spanish—during the first 2 years of his course at West Point. The Department of the Army specifies the approximate percentage of the entering class to be assigned to each language. Within these quotas cadets are assigned in accordance with their preferences and previous language experience. In general, a cadet continues the study of a language already begun, unless he has reached a stage of proficiency equal to the average to be attained at West Point.

Fourth (Freshman) Class

FRENCH. *Instructors*: Major Betts; First Lieutenant MacKenzie.

GERMAN. *Instructors:* Lieutenant Colonel Dickson; Captain Zillmer.

PORTUGUESE. *Assistant Professor:* Major Adams; *Instructor:* Mr. Vils.

RUSSIAN. *Instructors:* Majors Baldwin, Willard.

SPANISH. *Instructors:* Major Hayes; Captains Tomlinson, Whittington.

Basic course in the fundamentals of the language. Covers pronunciation, basic grammar, elementary reading, simple written composition, and oral practice. Particular emphasis is placed on oral work, with the oral-aural skills developed by question and answer drills, prepared and extemporaneous dialogues, and individual short talks. After the first month of the course all classroom work is in the foreign language being studied. *90 hours.*

Third (Sophomore) Class

FRENCH. *Assistant Professor:* Captain Germann; *Instructor:* Major Warren.

GERMAN. *Assistant Professor:* Colonel Focht; *Instructor:* Captain Arnold.

PORTUGUESE. *Instructors:* Captains Hamilton, Arnizaut de Mattos.

RUSSIAN. *Assistant Professor:* Lieutenant Colonel Mirski; *Instructors:* Major Radlo; Captain Callahan.

SPANISH. *Assistant Professor:* Major Utley; *Instructors:* Major Zepeda; Captains Harper, Howe.

Continuation of the Fourth Class course, with increased stress on the correct application of grammar principles. Reading and discussion of one or two literary works; historical, geographical, and military material of current interest. Continued written composition and continued emphasis on oral discussions, dialogues, and individual talks. Series of six or seven lectures on the culture of the country or countries whose language is being studied. All work conducted in the foreign language. *124 hours (one hundred and six 70-minute periods).*

DEPARTMENT OF LAW

Professor: COL. C. W. WEST (Head of Department).

Associate Professor: LT. COL. E. M. O'CONNELL.

Assistant Professor: COL. G. EMERY.

Instructors: LT. COLS. J. A. KERIG, JR., F. M. SASSÉ; MAJS. S. E. GORDY, R. M. HANCOCK, JR., W. D. TATSCH; CAPTS. J. A. LIGHTHALL, S. S. LIONEL; 1ST LIEUT. J. J. MURPHY.

First (Senior) Class

Assistant Professor: COLONEL EMERY; *Instructors*: LIEUTENANT COLONELS KERIG, SASSÉ; MAJORS GORDY, HANCOCK, TATSCH; CAPTAINS LIGHTHALL, LIONEL; FIRST LIEUTENANT MURPHY.

a. Elementary Law.—A broad basic coverage of the fundamental legal principles of contract, tort, agency, real and personal property, negotiable instruments, banking, and claims for and against the Government. *21 hours.*

b. Criminal Law.—A study of substantive criminal law essential to the proper exercise of court-martial jurisdiction. *17 hours.*

c. Constitutional Law.—Important phases of constitutional authority, guarantees, and limitations with special emphasis on sources and extent of military power. *13 hours.*

d. Evidence.—The rules of evidence required in court-martial practice. *17 hours.*

e. Military Law.—Study and practical application of court-martial procedure. Participation in moot courts is featured. *22 hours.*

DEPARTMENT OF MATHEMATICS

Professors: COLS. W. W. BESSELL, JR. (Head of Department), C. P. NICHOLAS.

Associate Professors: COL. P. D. CALYER; LT. COL. R. C. YATES.

Assistant Professors: COLS. G. W. BIXBY, J. D. MATHESON; LT. COLS. J. A. G. BAKER. F. W. JENKINS.

Instructors: COLS. E. T. MILLER, J. R. RICHARDS; LT. COLS. J. P. DONOHUE, R. M. HORRIDGE, C. D. MAYNARD; MAJS. C. K. CHARBONNEAU, A. B. FARNELL, L. G. GAMBLE, J. M. HINMAN, T. M. JOHNSTON, C. ROTH, J. M. POLLIN, J. R. SMITH, D. L. STEWART, A. L. TOTH; CAPTS. R. L. ALGERMISSEN, L. E. ARMSTRONG, J. H. CABINESS, A. A. CANNELLA, G. D. HALL, W. L. KAHN, J. W. LAKIN, T. R. MARKS, E. C. MURPHY, E. R. PRESTON, JR., E. C. PRICE, W. R. SULLIVAN.

NOTE.—*Objectives and scope of the mathematics course.* The course in mathematics has two principal objectives: (1) mastery of reasoning processes, and (2) development of skill in practical application of mathematics. The subjects taught are those fundamental branches of mathematics which are believed to have applicability to military situations and to advanced military study after graduation. The schedule is coordinated so that the cadet acquires the mathematical experience and facility needed for work in other departments. The teaching methods place a maximum of responsibility on the student and confront him with problems requiring original thinking.

Fourth (Freshman) Class

FOURTH CLASS MATHEMATICS. *Associate Professor:* Colonel Calyer; *Assistant Professors:* Colonel Bixby; Lieutenant Colonels Baker and Jenkins; *Instructors:* Lieutenant Colonels Donohue, Maynard; Majors Charbonneau, Farnell, Gamble, Hinman, Johnston, Roth, Stewart; Captains Algermissen, Cannella, Kahn, Lakin, Murphy, Preston, Price, Sullivan.

a. Algebra.—A brief review of the fundamental algebra required for entrance to the Military Academy, followed by college algebra, including mathematical induction, the binomial theorem, theory of equations, inequalities, determinants, permutations and combinations, probability, partial fractions, and infinite series. *40 hours (thirty 80-minute periods).*

b. Slide Rule.—The theory and use of the several scales of the slide rule. *5 hours (four 80-minute periods).*

c. Trigonometry.—The course covers both plane and spherical trigonometry and stresses applications and analytical trigonometry. It includes logarithms and complex numbers. *52 hours (thirty-nine 80-minute periods).*

d. Solid Geometry.—In this course the theorems of limits are stressed and algebraic and trigonometric methods are used as well as the strictly geometric. *29 hours (twenty-two 80-minute periods).*

e. Analytic Geometry.—Plane and solid analytic geometry. The course includes first, second, and higher degree equations in two and three variables; rectangular, polar, cylindrical co-ordinates; conic sections, parameters, and parametric equations. *103 hours (seventy-seven 80-minute periods).*

f. Calculus.—An introduction to calculus. Functions, limits, differentiation and integration, with simple applications such as maxima and minima, related rates, areas, and moments of areas. *45 hours (thirty-four 80-minute periods).*

NOTE.—Six or seven extra periods are reserved for amplifying lessons.

Third (Sophomore) Class

THIRD CLASS MATHEMATICS.* *Associate Professor:* Lieutenant Colonel Yates; *Assistant Professor:* Colonel Matheson; *Instructors:* Colonels Miller and Richards; Lieutenant Colonel Horridge; Majors Toth, Smith, Pollin; Captains Cabaniss, Armstrong, Hall, Marks.

a. Calculus.—The course quickly reviews the fourth-class calculus course and then continues with a unified coverage of differential and integral calculus at a second year engineering college level. *Upper, 77 hours (fifty-eight 80-minute periods); lower, 92 hours (sixty-nine 80-minute periods).*

b. Differential Equations.—Upper and lower sections both cover standard types of first order equations, integrating factors, certain higher order equations, and applications to harmonic motion. In addition, the upper sections cover other types of equations and important applications to physics and engineering. *Upper, 31 hours (twenty-three 80-minute periods); lower, 16 hours (twelve 80-minute periods).*

c. Statistics.—Upper and lower sections cover the same material. The course includes classification of data and computation of descriptive measures, some theoretical distributions, applications of sampling techniques, and the elements of statistical analysis. *29 hours (twenty-two 80-minute periods).*

NOTE.—Three extra periods are reserved for amplifying lessons.

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*The cadets are separated according to ability into "upper" and "lower" groups of sections in December. The upper group progresses more rapidly and covers extra subject matter in calculus and differential equations during the year.

DEPARTMENT OF MECHANICS

Professors: COLS. O. J. GATCHELL (Head of Department), E. R. HEIBERG.

Associate Professors: LT. COLS. H. R. FRASER, C. L. REGISTER.

Assistant Professors: COLS. W. C. FOWLER, W. H. TETLEY; LT. COL. J. H. HOTTENROTH; MAJORS L. B. FISHER, S. N. KARRICK, JR.

Instructors: LT. COLS. CHARLES R. GRAHAM, F. C. ROECKER, JR.; MAJS. W. R. FUCHS, F. S. ROOP, JR.; CAPTS. T. D. BLAZINA, D. E. FOWLER, I. H. HUNT, JR., E. M. LEWIECKI, R. R. LOCHRY, C. W. SAMPSON, W. R. STUMPE, R. G. VALPEY; 1ST LIEUT. R. C. SMITH.

Second (Junior) Class

MECHANICS OF SOLIDS. *Associate Professor:* Lieutenant Colonel Register; *Assistant Professors:* Colonel Fowler; Lieutenant Colonel Hottenroth; *Instructors:* Captains Fowler, Lewiecki, Lochry, Sampson, Stumpe, Valpey; First Lieutenant Smith.

a. Engineering Mechanics.—The principles of mechanics considered essential for an understanding of engineering, including the study of statics, kinematics, and kinetics. The course includes resolution of moments and forces; couples; dimensional equations; resultants and equations of equilibrium for coplanar and some noncoplanar force systems; free body diagrams; centroids, centers of gravity and centers of pressure; analysis of trusses by joints, by sections, and graphically; friction of blocks and wedges; first and second moments, centroids, centers of pressure for two- and three-dimensional bodies; motion of a particle, including velocities, accelerations, trajectories; motion of rigid bodies (mechanisms); force, mass and accelerations of bodies in translation, rotation and plane motion; center of percussion; work and energy; impulse and momentum; moving vanes; elastic impact; gyroscopes. Upper third of class studies noncoplanar force systems, Coriolis' acceleration, and mechanical vibrations, while the rest of the class is taking written general reviews. *88 hours (sixty-six 80-minute periods).*

b. Mechanics of Materials.—Stresses and strains encountered in various materials and structural members under the action of external forces. Particular emphasis is placed on the engineering significance rather than on the mathematics involved in the analyses. The course includes stresses on normal and oblique sections caused by central and eccentric axial loads; stress-strain curves for various materials; indeterminate axially loaded members; thermal stresses; stress concentration; thin cylinders; torsion of shafts; indeterminate torsional members; modulus of rupture; shear flow; beam reactions; shear and moment diagrams; flexure formula; maximum bending moments; beam deflection by moment areas and by elastic curve equation; maximum deflections; economic sections; moving loads; indeterminate beams; combined axial and bending loads; eccentric loads; columns; relations between stresses at a point; Mohr's circle; theories of failure; impact and energy loads, including working stress, ultimate resistance, stresses and beam shapes; and composite beams. Four 2-hour laboratory periods are presented to approximately the upper third of the class while the remainder is taking the written general reviews. *53 hours (forty 80-minute periods).*

MECHANICS OF FLUIDS. *Associate Professor*: Lieutenant Colonel Fraser; *Assistant Professors*: Colonel Tetley; Majors Fisher, Karrick; *Instructors*: Lieutenant Colonels Graham, Roecker; Majors Fuchs, Roop; Captains Blazina, Hunt.

a. Thermodynamics.—Engineering thermodynamics. Principal attention is given to the study of the conversion of thermal energy into mechanical energy and to the processes of heat transfer, mechanical refrigeration, and air conditioning. The classroom work includes the general energy equation; characteristic equation of a perfect gas; energy equation of a perfect gas; reversible nonflow processes of gases including p–V and T–S diagrams; Carnot Ericsson, and reversed gas cycles; the first and second laws of thermodynamics; entropy; Otto, Diesel, dual, and Brayton cycles; air compression; air engines; flow of gases; nozzles; p–V and T–S diagrams for steam; steam tables, Mollier diagram and Ellenwood charts; processes for steam; vapor cycles, including Rankine, incomplete expansion, reheat. regenerative and binary; refrigeration; mixtures of vapors and gases (the atmosphere); air conditioning; the psychrometric chart. Upper third of the class studies advance problems in heat transfer while the remainder of the class is taking written general reviews. *58 hours (forty-four 80-minute periods).*

Laboratory.—A correlation of actual performance characteristics and theory previously studied in the classroom. The equipment used includes gasoline and Diesel engines, jet engines, steam engines and turbines, air compressors, air tools, refrigeration, and air conditioning. *28 hours (fourteen 2-hour periods).*

b. Fluid Mechanics.—The laws of mechanics as they apply to liquids, vapors, and gases. Principal emphasis is placed on the mechanical properties of water and air. The classroom work includes specific weight; density; compressibility; surface tension; pressures in compressible and incompressible fluids; manometers; center of pressure; introduction to design of dams; buoyant forces; laminar flow; turbulent flow; distribution of velocity; steady and unsteady flow; Bernoulli's equation; continuity of flow; hydraulic gradient; energy gradient; venturi meter; pitot tube; orifices; uniform flow; conduits; solution of flow problems with Reynolds' number, known and unknown; effect of roughness; flow through siphons; design of pipelines; divided and branching flow; flow through noncircular closed conduits; flow in open channels; most efficient cross section; determination of velocity and discharge of open channels; flow through orifices; nonuniform flow; short tubes; minor losses; weirs; nonuniform flow in open channels; critical slope; transition sections; venturi flume; Froude number; Weber number; flow of compressible fluids; forces exerted by fluids in motion; turbines; pumps; water hammer. Upper third of class solves a special water-supply and reservoir-operating problem while the rest of the class is taking written general reviews. *56 hours (forty-two 80-minute periods).*

Laboratory.—Practical exercises. The equipment used includes pumps, turbines, various measuring devices, and a wind tunnel. *12 hours (six 2-hour periods).*

DEPARTMENT OF MILITARY ART AND ENGINEERING

Professors: COLS. T. D. STAMPS (Head of Department), V. J. ESPOSITO.

Associate Professors: COL. R. C. BOYS; LT. COL. W. L. WINEGAR (Executive Officer).

Assistant Professors: COLS. C. E. SPANN, D. F. TATUM; LT. COLS. J. B. W. COREY, JR., R. S. KELLEY.

Instructors: COL. E. F. HOLTON; LT. COLS. S. N. CASE, C. H. SCHILLING, V. H. SLAYDEN, J. F. THOMASON; MAJS. J. J. BUGAS, J. R. ELTING, A. R. MARSHALL, E. F. MCCABE, S. W. MERRICK, J. J. THIGPEN; CAPTS. R. L. BULLARD, A. P. HANKET, R. R. WESSELS.

First (Senior) Class

MILITARY ENGINEERING: *Associate Professor*: Lieutenant Colonel Winegar; *Assistant Professors:* Lieutenant Colonels Corey, Kelley; *Instructors:* Lieutenant Colonel Schilling; Majors Bugas, Marshall, McCabe, Merrick; Captains Hanket, Wessels.

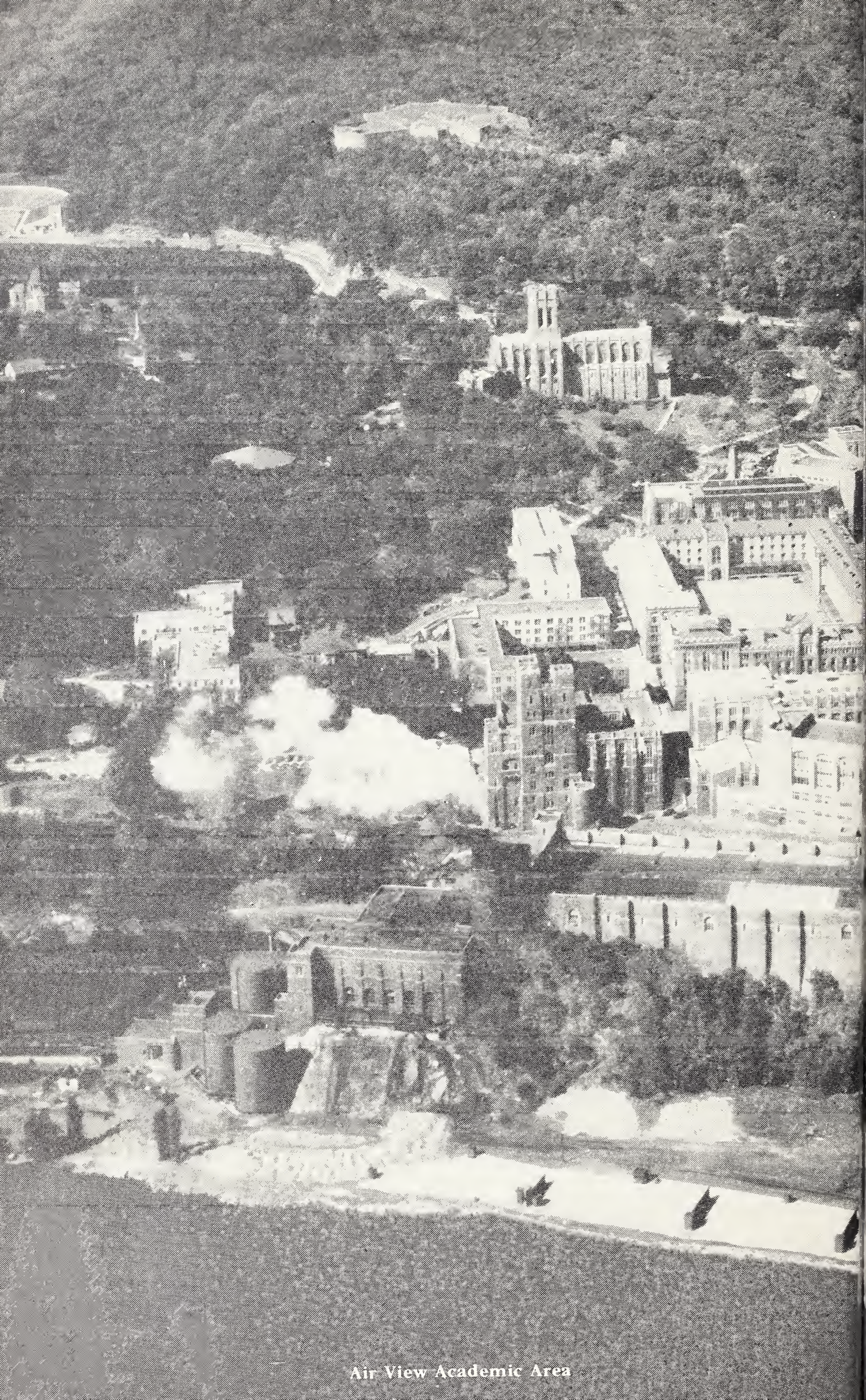
a. Structural Analysis.—Analysis of stresses in structures, with emphasis on bridges. It includes determination of reactions, shear, and moment in beams and girders; analysis of stresses due to standard highway and railroad loadings, using influence lines; analytic analysis of trusses; and analysis of statically indeterminate beams and simple angle frames. *68 hours (fifty-one 80-minute periods).*

b. Structural Design.—Design of steel and wood structures, with emphasis on bridges. It includes design of beams, girders, and tension and compression members; riveted and welded joints; and design of a simple truss bridge. *44 hours (thirty-three 80-minute periods).*

c. Army Engineering.—Instruction in military bridges, military roads, demolitions, field fortifications, camouflage, airfields, and construction in war. *29 hours (twenty-two 80-minute periods).*

HISTORY OF MILITARY ART. *Associate Professor:* Colonel Boys; *Assistant Professors:* Colonels Spann, Tatum; *Instructors:* Colonel Holton; Lieutenant Colonels Case, Slayden, Thomason; Majors Elting, Thigpen; Captain Bullard.

The evolution of the art of war—on land, on sea, and in the air. Ancient concepts of war; the impact of successive technological advances on the conduct of war in the strategic and tactical fields; the attributes of great military leaders and their contributions to the advancement of the art of war; the development and application of the principles of



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strategy; the growing influence of logistics upon strategy and tactics that has come about because of the expansion of the spheres of conflict, of the employment of huge military forces, and of the methods and means of warfare; the growth, influence, and interrelation of land, sea, and air power in military operations; the principles governing the organization and functioning of high commands in joint operations; and studies of military leaders of the army, navy, air force, and of unified commands. The course, which is an integral part of the Program of Studies in National Security, also points out the impact on warfare of nonmilitary factors—treated in detail by the Department of Social Sciences—concurrently with the study of military operations. *141 hours (one hundred and six 80-minute periods).*

DEPARTMENT OF MILITARY HYGIENE

Professor: Col. C. L. Kirkpatrick (Head of Department).
Instructor: Maj. P. W. Murphy.

Fourth (Freshman) Class

First Aid, Sanitation, and Hygiene. This course consists of practical instruction in first aid, field sanitation, personal hygiene, sex hygiene, and care of troops, given as part of summer training. *12 hours.*

Third (Sophomore) Class

Military Sanitation. Military sanitation, devoted to health matters of the group as contrasted with those of the individual. Emphasis is given to the responsibilities of the unit commander for the welfare of his troops regarding their health and sanitary conditions of their environment. *5 hours.*

Military Hygiene. Instruction in basic hygiene, with emphasis given, but not restricted to, application in the military service. This includes study of anatomy and physiology and a discussion of the fundamental rules designed to promote and preserve the health of the individual and troops. *15 hours.*

Second (Junior) Class

Medical Service With the Combined Arms. The organization, function, and employment of medical units with the combined arms, command problems in an atomic war, and medical support in civil defense. Emphasis is given to the system of evacuation of sick and wounded and the relationship of the surgeon to a command and staff. *5 hours.*

First (Senior) Class

Military Medicine. Military medicine from the broad aspects of its strategic and tactical influence on military operations. The course includes discussions on environmental sanitation, transmission of diseases, preventive psychiatry, atomic warfare casualties, alcoholism, civil defense, and disaster control. *12 hours.*

DEPARTMENT OF MILITARY TOPOGRAPHY AND GRAPHICS

Professors: COLS. L. E. SCHICK (Head of Department), C. R. BROSHOUS.

Associate Professors: COL. M. S. DICKSON; LT. COL. E. W. JACUNSKI.

Assistant Professors: LT. COLS. E. O. MCDONALD, D. S. PARKER; CAPT. T. M. CONSTANT (Executive Officer).

Instructors: LT. COLS. C. T. MARSH, T. W. MAXWELL, F. J. ROBERTS, L. F. SCHOCKNER; MAJS. W. L. BAXTER, R. W. CLARK, P. H. RIEDEL, F. W. TAYLOR, G. A. TUTTLE, A. G. WITTERS; CAPTS. P. W. EASLEY, R. H. HAMMOND, R. P. HAZZARD, J. F. HOLCOMB, C. W. KINGSBURY, F. F. MARVIN, M. E. MCCOY, W. B. ROGERS.

Fourth (Freshman) Class

GRAPHICS. *Associate Professor:* Lieutenant Colonel Jacunski; *Assistant Professor:* Lieutenant Colonel McDonald; *Instructors:* Majors Clark, Riedel, Tuttle, Witters; Captains Hazzard, Kingsbury, Marvin, McCoy, Rogers.

Graphics I. A basic course in descriptive geometry and engineering drawing. Use of instruments; pictorial representation; orthographic projection; lines, planes, and auxiliary views; mechanical perspective. *76 hours (thirty-eight 2-hour periods).*

Graphics II. A continuation of Graphics I. Intersections and developments; map projections; working drawings, both detail and assembly; charts, graphs. *104 hours (fifty-two 2-hour periods).*

Third (Sophomore) Class

MILITARY TOPOGRAPHY. *Associate Professor:* Colonel Dickson; *Assistant Professor:* Lieutenant Colonel Parker; *Instructors:* Lieutenant Colonels Marsh, Maxwell, Roberts, Schockner; Majors Baxter, Taylor; Captains Easley, Hammond, Holcomb.

Military Topography I. a. Surveying.—The fundamentals of plane and topographic surveying. The course included twenty-four hours of field problems. *50 hours (twenty-five 2-hour periods).*

b. Elementary Map Reading.—The fundamentals of military map reading; conventional signs; geographic coordinates; military grid and referencing systems; military symbols and overlays; profiles and visibility, direction and azimuth. *26 hours (thirteen 2-hour periods).*

Military Topography II. Advanced Map Reading.—Map projections; military grid systems; map analysis, foreign maps; aeronautical charts; basic photogrammetry; terrain appreciation; and field sketching. *104 hours (fifty-two 2-hour periods).*

DEPARTMENT OF ORDNANCE

Professor: Col. J. D. Billingsley (Head of Department).
Associate Professor: Col. D. E. Breakefield.
Assistant Professors: Lt. Cols. E. M. Lee, J. J. Pidgeon, E. P. Wynne.
Instructors: Lt. Cols. W. L. Clay, O. C. Tonetti; Majors K. H. Henley, G. S. Quick; Capt. W. S. Anderson; 1st Lts. G. E. Clifford, J. B. Wilson.

Note.—The courses in Ordnance are designed to teach the student how to apply basic scientific principles and fundamental theories to the design, construction, and functioning of military weapons and automotive equipment. The student is oriented in modern trends of research and development in matériel in all fields of military combat and acquainted with the need for weighing advantages of costly new matériel in terms of the drain on the resources of the nation (skilled manpower, critical materials, and industrial plant and equipment). Opportunity is given for the application of certain of the principles studied in previous courses in physics, chemistry, electricity, and mechanics. Emphasis is placed on developing in each student a facility for logical, critical, and independent thought.

First (Senior) Class

Engineering Materials. *Assistant Professor:* Lieutenant Colonel Pidgeon; *Instructors:* Lieutenant Colonels Clay, Lee, Tonetti, Wynne; Majors Henley, Quick; Captain Anderson; First Lieutenants Clifford, Wilson.

A study of the more common engineering materials used in weapons, ammunition, and automotive combat-vehicles, including the sources of these materials, their composition, properties, uses, limitations, and the fabrication process used to produce end items. *15⅔ hours (ten 70-minute periods; two 2-hour laboratory periods).*

Armament Engineering and Matériel. *Assistant Professor:* Lieutenant Colonel Wynne; *Instructors:* Lieutenant Colonels Clay, Pidgeon, Tonetti; Major Quick; First Lieutenant Wilson.

Design, engineering, production, and trends of development of explosives, ammunition, small arms, and artillery; the principles of interior, exterior, and terminal ballistics. *50 hours (thirty-six 70-minute periods; four 2-hour laboratory periods).*

Automotive Engineering and Matériel. *Assistant Professor:* Lieutenant Colonel Lee; *Instructors:* Lieutenant Colonel Tonetti; Major Henley; Captain Anderson; First Lieutenant Clifford.

Design, engineering, production, functioning, maintenance, and trends of development of wheeled and track-laying vehicles of the type used in the military service. Detailed coverage of internal combustion engine transmissions, power trains, suspension systems, steering systems, and brakes. The laboratory work consists of disassembly, inspection, and assembly for operation of originally unserviceable gasoline truck engines; work is done in groups of four. *59 hours (twenty-five 70-minute periods; fifteen 2-hour laboratory periods).*

Advanced Armament. *Assistant Professor:* Lieutenant Colonel Pidgeon; *Instructors:* Lieutenant Colonels Clay, Lee, Tonetti, Wynne;

Majors Henley, Quick; Captain Anderson; First Lieutenants Clifford, Wilson.

A study of (1) the more common types of guided missles including their principle components, the basic engineering principles of their operation, and their technical capabilities and limitations, and (2) the terminal ballistic effects of atomic explosions. *9 hours (eight 70-minute periods).*

DEPARTMENT OF PHYSICS AND CHEMISTRY

Professors: COLS. G. A. COUNTS (Head of Department), E. C. GILLETTE, JR.
Associate Professors: LT. COLS. R. B. ARNOLD, C. H. WOOD.
Assistant Professors: LT. COL. F. I. POHL, MAJORS L. E. CAGE, C. E. HOWE, JR., F. A. SMITH, JR.; CAPTS. W. J. HENDERSON, J. W. ROBINSON, JR.
Instructors: LT. COL. W. T. WOODYARD; MAJORS R. H. BRUNDIN, R. L. CONARTY, J. W. DUNHAM, R. D. MCCORD, W. T. MOSELEY; CAPTS. J. B. BEACH, E. P. BRAUCHER, B. M. COTTRELL, JR., R. S. DAY, R. L. DRESSER, W. R. HYLANDER, JR., L. M. JONES, JR., W. V. MILLMAN, A. D. NELSON, A. K. STEBBINS, III.

Third (Sophomore) Class

PHYSICS. *Associate Professor:* Lieutenant Colonel Arnold; *Assistant Professors:* Lieutenant Colonel Pohl; Majors Howe, Smith; *Instructors:* Majors Conarty, Dunham, McCord; Captains Dresser, Hylander, Jones, Millman, Stebbins.

a. Mechanics.—Dynamics and statics, elasticity and impact, fluids and the mechanics of gases. *60 hours (thirty-two 80 minute classroom periods; eight 2-hour laboratory periods).*

b. Heat.—Effects of heat, calorimetry and change of state, thermal behavior of gases, work and heat, transfer of heat. *19 hours (eleven 80-minute classroom periods; two 2-hour laboratory periods).*

c. Electricity and Magnetism.—Electrostatics, magnetism, electrical circuits, inductance and capacitance, alternating currents, elements of electrical machinery, thermoelectricity. *41 hours (twenty-five 80-minute classroom periods; four 2-hour laboratory periods).*

d. Sound.—The mechanics of wave motion and the production and transmission of sound. *9 hours (five 80-minute classroom periods; one 2-hour laboratory period).*

e. Light.—The nature and propagation of light, reflection and refraction, dispersion, spectra and color, lenses and optical instruments, interference and diffraction, polarized light. *27 hours (sixteen 80-minute classroom periods; three 2-hour laboratory periods).*

CHEMISTRY. *Associate Professor:* Lieutenant Colonel Wood; *Assistant Professors:* Major Cage; Captains Henderson, Robinson; *Instructors:* Lieutenant Colonel Woodyard; Majors Brundin, Moseley; Captains Beach, Braucher, Cottrell, Day, Nelson.

A general course dealing with the fundamental principles of chemistry and the scientific method by which these principles were derived. Lectures, classroom recitations and demonstrations, and laboratory work illustrate the major role that chemistry plays in industry, in national defense, and in everyday life. *135 hours (seventy-one 80-minute classroom periods; twenty 2-hour laboratory periods).*

DEPARTMENT OF SOCIAL SCIENCES

Professors: COLS. H. BEUKEMA (Head of Department), G. A. LINCOLN.

Associate Professors: COLS. J. A. BOWMAN (Executive Officer); J. D. F. PHILLIPS.

Assistant Professors: LT. COLS. W. E. BRINKER, J. G. HOLLAND, L. A. KUNZIG, B. G. LANE, R. F. MCDERMOTT, J. M. SAGE, J. P. STRAUSS; MAJ H. G. TURNER.

Instructors: LT. COLS. W. S. CLARK, J. L. FRISBEE; MAJORS C. M. FERGUSSON, S. R. MOLYNEAUX, R. T. RAMSAUR, R. B. SHEA; CAPTS. T. E. CROOKS, J. B. DESMOND, G. A. GARMAN, A. A. JORDON, T. H. MCLENDON, E. C. MESTER, J. A. MUNSON, W. W. POSVAR, W. U. SOLBERG, R. J. ULRICH, J. G. WILLIAMS; 1ST LTS. R. W. COONROD, W. W. MARVEL.

NOTE.—The courses in Social Sciences are coordinated and interrelated. As integral parts of the Program of Studies in National Security, they are also coordinated with those courses in other departments—such as the History of Military Art in the Department of Military Art and Engineering—that are integral parts of the same Program. The general objectives of the Social Sciences courses, in addition to education in the responsibilities of citizenship, are the development of (1) a comprehension of the relationship to national security of the social, political, and economic facets of American life; (2) the total value and essential character of the security problem today; and (3) an understanding of the Department of Defense and of the relationship of the Armed Forces to the other elements of our national society.

Second (Junior) Class

HISTORY, GOVERNMENT, AND GEOGRAPHY. *Associate Professor*: Colonel Phillips; *Assistant Professors*: Lieutenant Colonels Holland, Kunzig, Lane, Sage, Strauss; *Instructors*: Lieutenant Colonels Clark, Frisbee; Majors Molyneaux, Ramsaur, Shea; Captains Crooks, Garman, Jordan, McLendon, Mester, Munson, Posvar, Solberg, Williams; First Lieutenant Coonrod.

a. Economic and Industrial Geography.—The investigation of the elements of physical geography (climate, soils, landforms) and their relationship to man, by the study of principles and areal examples. In addition, the economic geography of raw materials, industries, trade, and transportation is developed, leading to a world point of view of the significance of basic geographical factors. *38 hours.*

b. History of Modern Europe.—A politico-social survey of the history of Europe from 1500 to the end of World War II. Major emphasis is placed on the origin of the European balance-of-power system, the development of sovereign states, and the subsequent rivalries of these states. The primary purpose of the course is to provide a knowledge of the social, economic, and political institutions of modern Europe sufficient to serve as a basis for comprehension of contemporary problems in Europe and the World. *66 hours.*

*c. History of Russia.**—The major themes of the political, cultural, and social history of Russia—with emphasis on the period since 1533—in order to afford a basis for understanding current problems peculiar to Russia or international in scope. The peoples, institutions, traditions, and cultures of Russia are studied in order to bring about a comparative evaluation of similar phenomena in the United States. *36 hours.*

*d. History of Latin America.**—A study of the nature, origins, and development of the political, social, and cultural institutions of Latin America from colonial times to the present. The relationships of the countries of the Western Hemisphere to each other are studied, with particular emphasis on the position of the United States. Stress is placed on the economic and geographic factors which have contributed to the present development of Latin America. *29 hours.*

e. Modern History of the Far East.—A politico-social survey of the history of the Far East from the beginning of the 19th century to World War II. Major emphasis is placed on the impact of the West upon the social, political, and economic institutions of China and Japan. The course is designed to give sufficient knowledge of the political and cultural forces at play in the Far East to serve as a basis for comprehension of the problems confronting the United States in China and Japan. *28 hours.*

f. National Government of the United States.—A survey of the Federal Government. Stress is laid on its inception and bases; on citizenship and civil rights, political parties and public opinion, the process of nomination and election, the structure and powers of Congress, the Presidency, and the judiciary; and on the functions and services performed by the Government in the fields of finance, business, labor, agriculture, social security, foreign relations, and national defense. Designed to give the fundamental knowledge needed for understanding the duties and responsibilities of citizenship. *24 hours.*

g. Diplomatic History of the United States.†—Nature, origins, and development of the foreign policy of the United States from colonial times to the present. The object of the course is to give a basic understanding of the evolution of the foreign policy of the United States. *24 hours.*

h. Contemporary Foreign Governments.—A survey of the political institutions of Great Britain, France, Italy, Germany, the U. S. S. R., and Japan, plus a comprehensive view of the problems of national security and international organization. Attention is focused on the contemporary struggle between forces favorable to the development of representative government, or democracy in the Western sense, and the anti-democratic forces favorable to the development of modern dictatorship. Stress is placed upon the relationship between internal political developments and foreign policy in each of the nations studied, and attention is given to the power factor in politics. *24 hours.*

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* Given to those cadets who have passed successfully a qualifying examination in *History of Modern Europe.*

† Given to those cadets who have passed successfully a qualifying examination in *National Government of the United States.*

First (Senior) Class

ECONOMICS, ECONOMICS OF NATIONAL SECURITY, AND INTERNATIONAL RELATIONS. *Associate Professor*: Colonel Bowman; *Assistant Professors*: Lieutenant Colonels Brinker, McDermott; Major Turner; *Instructors*: Lieutenant Colonel Holland; Majors Fergusson, Ramsaur; Captains Crooks, Desmond, Jordan, Ulrich; First Lieutenant Marvel.

a. Economics.—A study of basic economic principles, facts, and institutions, with national income providing the unifying theme. The first part of the course is concerned with basic economic concepts, national income, business and labor organization, and the economic role of government; the second part with the determination of national income and its fluctations, and the role of savings and investments; the third part with the composition and pricing of national output. Principles of insurance and personal finance are included. *51 hours (forty-four 70-minute periods).*

b. Economics of National Security.—The allocation of national resources to the components of national security and the optimum utilization of these resources. All aspects of the economics of national security—consumption logistics, industrial mobilization, military economics of both a peacetime and a wartime economy, and the quasi-military and nonmilitary economic measures of cold war—are interrelated. The factors considered under these heads deal with manpower, raw materials, stockpiling, finance, transportation, communications, and power. Primary consideration is given to capabilities and readiness measures as regards these factors and to their conversion to and operation in a wartime economy. *24 hours (twenty 70-minute periods).*

c. International Relations.—An analysis and interrelation of the political, psychological, economic, demographic, and military factors that condition the international policies and actions of states. Contemporary international problems are studied; and the basic elements that influence a state's foreign relations and the instruments and mechanisms through which nations adjust their international policy differences are surveyed, as well as the diplomatic and organizational techniques historically and currently employed by great powers. Ideological differences and the security implications of all power relationships are discussed. The final exercise is a committee-research problem in which an important question confronting the United States is investigated and action recommended. *49 hours (forty-two 70-minute periods).*

DEPARTMENT OF TACTICS

TACTICS

Commandant of Cadets: Col. J. K. Waters (Head of Department).

Assistant Commandant: Col. H. L. Hillyard.

Brigade Staff: S1: Col. F. D. Miller; *Assistants:* Capt. E. H. Curcuru, WOJG T. E. Wertz; *S2/3:* Lt. Col. J. A. McChristian; *Assistant:* Lt. Col. E. B. Edwards; *S4:* Lt. Col. B. L. Learman; *Assistants:* Maj. L. J. Flanagan, CWO J. P. Manning; *SSO:* Lt. Col. J. H. Meyer.

First Regiment: Commanding Officer: Col. A. S. Collins; *Executive Officer:* Lt. Col. T. B. Harrington; *S1:* Maj. M. T. Westbrook; *Company Tactical Officers:* Lt. Cols. W. H. Grant, F. J. Kobes, E. D. Light, R. B. Marlin, G. W. McIntyre, E. O. Olmstead; Majors C. E. Robbs, R. L. Royem, M. T. Westbrook; Lt. J. E. Tingle, USN; Capts. W. L. Cooper, J. D. Miley.

Second Regiment: Commanding Officer: Col. J. Williamson; *Executive Officer:* Lt. Col. J. J. Irvin; *S1:* Lt. Col. H. P. Tucker; *Company Tactical Officers:* Lt. Cols. W. D. Crittenberger, E. T. McConnell, G. A. Mueller, J. B. Rose, W. E. Shedd, H. P. Tucker; Majors H. Harmeling, J. H. Kincaid, P. J. Ryan, G. B. Webel; Capts. F. B. Gervais, W. F. Veaudry.

Mission: 1. To supervise the administration and discipline of the corps of cadets.
2. To develop character.
3. To develop the qualities and attributes of leadership.
4. To provide a broad basic military education.
5. To develop high standards of physical fitness.

Military instruction aims at familiarization with the basic concepts of the science of tactics and provides study, practice, and orientation in the matériel, methods, and techniques of the various arms and services of the Armed Forces of the United States. With these bases the graduate has the foundation considered necessary for his continued development throughout a lifetime career in the Army or Air Force.

Fourth (Freshman) Class

a. Summer.—Basic military training in preparation for the military life. Orientation and indoctrination in duty and honor. This period is one of intensive fundamental military training, in cadet barracks, designed to prepare the new cadet to take his place in the corps when it reassembles late in August. *8 weeks.*

b. Academic Year.—A continuation of basic military training in individual techniques and in tactics and techniques of small units. Close-order drill, map reading and terrain appreciation, military courtesy, basic weapons, squad tactics, introduction to armor, and basic techniques of conduct of fire of artillery units. *69 hours.*

Third (Sophomore) Class

a. Summer.—Instruction and practical exercises in tactics and techniques of the infantry squad, armor platoon, and artillery battery. Training in small arms, automatic weapons, mortars, grenades, recoilless rifles, and rocket launchers. Instruction in the techniques of motor transportation and quartermaster field units. Practical work in engineer training to include mine warfare, bridging and assault operations, and logistical support operations. Emphasis is on practical work by the cadets at the Camp Buckner Training Area. *8 weeks.*

b. Academic Year.—Training in small units of the infantry, in the basic organization and uses of air force units, and in close-order drill. *39 hours.*

Second (Junior) Class

a. Summer:

(1) Capabilities, limitations, tactics, and techniques of air force and of airborne units at Selfridge, Langley, Pope, MacDill, Robins, Eglin Air Force Bases and Fort Bragg. *3 weeks.*

(2) Instruction in the organization, equipment, and tactical employment of small units engaged in amphibious operations. This training is given by the Navy, Marine, Air Force, and Army personnel of the Amphibious Training Base, Little Creek, Va., and is taken by the Second Classes of the United States Naval and Military Academies. *2 weeks.*

(3) Employment, organization, and equipment of Transportation Corps units (Fort Eustis, Va.), Corps of Engineers (Fort Belvior, Va.), and Signal Corps (Fort Monmouth, N. J.). *12 days.*

b. Academic Year.—Instruction in close-order drill, antiaircraft artillery, armor, medical service, military instructor training, and tactics and techniques of the infantry company. *58 hours.*

First (Senior) Class

a. Summer.

(1) Combined Arms trip to Air Matériel Command Headquarters at Wright-Patterson Air Force Base, Ohio; Antiaircraft Artillery and Guided Missile School at Fort Bliss, Tex.; Infantry Center at Fort Benning, Ga.; Armored Center at Fort Knox, Ky.; and the Artillery Center at Fort Sill, Okla. *2 1/2 weeks.*

(2) Duty as administrative officers and instructors to the third class, the fourth class, or to trainees at various replacement training divisions. *5 weeks.*

b. Academic Year. Instruction in close-order drill, artillery, armor, techniques and procedures of troop leading, organization of the Armed Forces, and general administration. *74 hours.*

MILITARY PSYCHOLOGY AND LEADERSHIP

Director: Col. S. E. Gee.

Associate Director and Staff Psychologist: Dr. D. Spencer.

Assistant Directors: Lt. Cols. T. H. Andrews, L. E. English (U. S. M. C.), R. E. Jordan.

Brigade Aptitude Officer: Maj. F. J. Michaelson.

Instructors: Lt. Cols. R. Besson, D. D. Blackburn, J. H. Daly, J. W. Milner, K. L. Ware; Maj. R. W. DesJarlais; Capt. F. W. Reilly; 1st Lt R. C. Heard.

Third (Sophomore) Class

Basic Psychology. Designed to give an understanding of the principles underlying individual and group human-behavior and the ways in which this knowledge can be used in the effective handling of problems in human relations. It includes a detailed consideration of psychology and scientific method, personality and individual differences, motivation, emotional behavior, frustration, conflict, adjustment, learning and conditioning, and social problems. *27 hours.*

Second (Junior) Class

a. Leadership in the Corps.—A review of the principles of basic psychology and their application to leadership problems within the Corps of Cadets. *10 hours.*

b. Military Instructor Training.—Instruction in the personal and professional qualifications required of a good military instructor. Treated in some detail are the principles of educational psychology and application thereof: methods and procedures for effecting desired training in the most efficient manner, including preparation by the instructor, methods used in presentation, techniques of applying information and skills, purposes and types of examinations, procedures in conducting discussions and critiques, techniques of supervision of instruction, and selection and construction of training aids. Included are supervised presentations by each cadet of a lecture, a conference, and a directed discussion. *36 hours (twenty-seven 80-minute periods).*

First (Senior) Class

Leadership in the Service.—The principles of psychology as applied to military management and leadership in the Service, leading into a detailed study of the officer's relations with his men, maxims of leadership, morale and esprit de corps, psychological warfare, rumor, panic and mob, leadership in combat, the American citizen soldier, civilian components, and public relations. *52 hours.*

PHYSICAL EDUCATION

Director: Col. F. M. Greene.

Assistant to the Director: Dr. L. O. Appleton.

Instructors: Col. E. A. Machen (Executive Officer); Lt. Col. J. B. Cobb; Maj. J. B. Hollis; Capt. J. B. Giles; Messrs. R. M. Bruce, J. B.

Kress, H. J. Kroeten, W. F. Lewis, G. W. Linck, T. E. Maloney, J. M. Palone, R. E. Sorge, T. F. Triol.

Fourth (Freshman) Class

a. Summer.

(1) Conditioning exercises. *7 hours.*

(2) Athletics, including speedball, softball, swimming, touch football, and volleyball. *25 hours.*

b. Academic Year. Instructional classes for developing basic physical and recreational skills. Twenty-four lessons in each subject: boxing, apparatus, swimming, and wrestling. *93 hours (one hundred and twenty-three 45-minute periods).*

In the spring, instruction is held out-of-doors. Ten attendances each are required in golf and tennis.

Third (Sophomore) Class

The development of advanced physical skills and the enlargement of the repertory of individual sports. Volleyball and basketball; swimming, or squash and handball. *30 hours.*

Second (Junior) Class

Instructor training in preparation for leading an army physical education program. The command voice, physiology of exercise, leadership of conditioning exercises; and coaching techniques in the following sports: basketball, boxing, water polo, cross country, golf, football, lacrosse, track, swimming, softball, soccer and wrestling. The study of coaching techniques prepares the second classmen for their duties as intramural coaches and officials during their First Class year. *21 hours.*

First (Senior) Class

Conferences on programs and schedules, tournaments and meets, physiology of exercise, procurement and care of athletic equipment, physical-education-testing administration, principles and methods of athletic leadership, and field problems. Designed to prepare for administration of army athletic programs. *9 hours.*

INTRAMURAL ATHLETICS

Intramural athletics at West Point are a specific part of the physical education program. With the exception of the voluntary winter intramural program they are compulsory for all cadets not currently members of intercollegiate squads. Their purpose is to provide a broad experience in sports competition and, in addition, for First Classmen, experience in organization, coaching, and officiating in competitive sports.

Each cadet company provides a team in each sport, the company program being organized by a cadet athletic director. Teams compete twice weekly during each season under the leadership of trained First Classmen. Strict eligibility requirements permit cadets to participate only one season in a sport, prohibit cadets with intercollegiate squad experience from playing the sport in which they have been so trained, and require that each cadet on a squad participate for a specified length of time in each team contest or in a specified number of events or matches in individual contests.

All special sports equipment, including uniforms and team supplies, is furnished free to cadets.

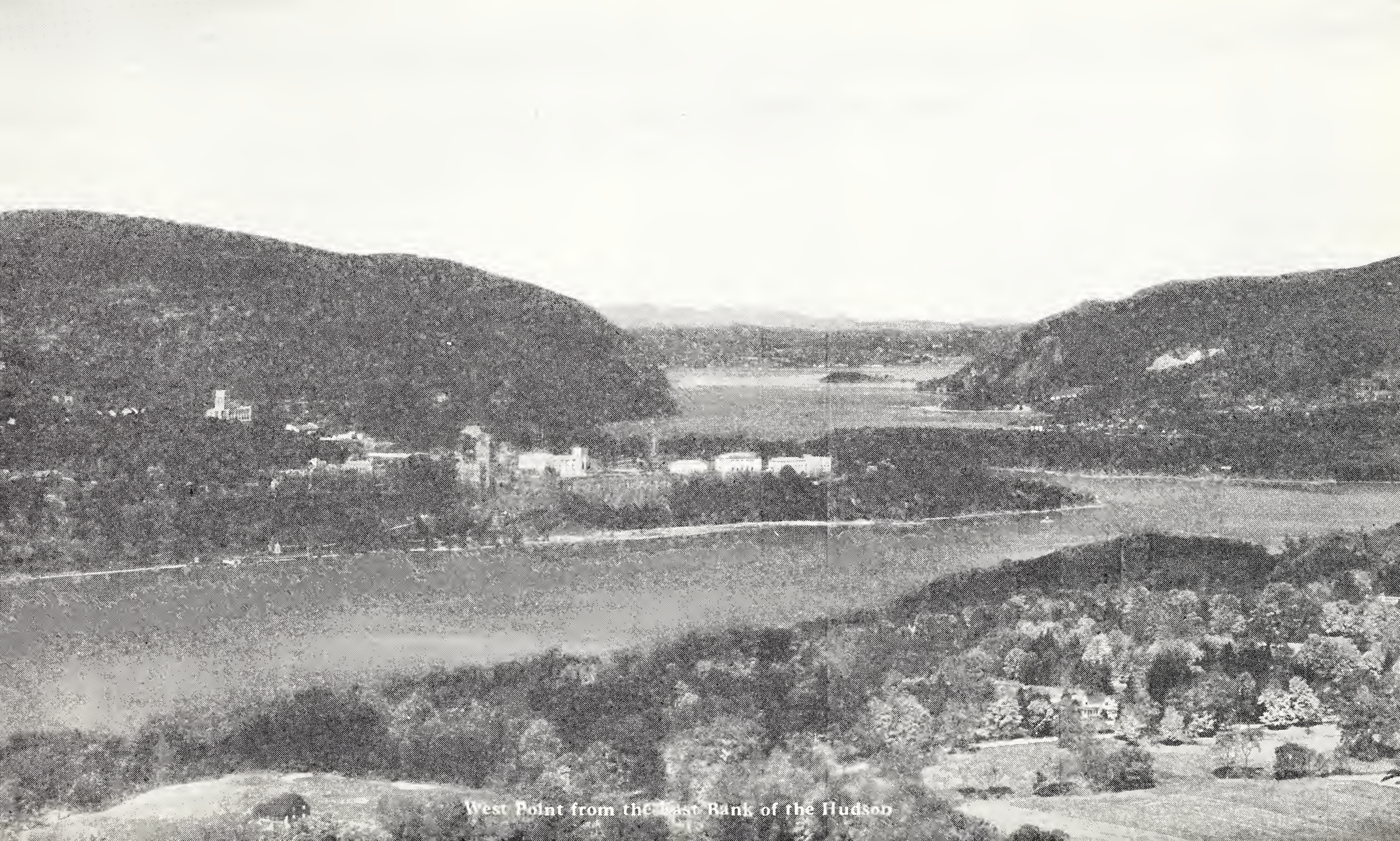
The following is the annual schedule of intramural athletics:

Fall: 20 attendances (compulsory) in football, golf, lacrosse, or track;

Winter: 16 attendances (voluntary) in basketball, boxing, handball, squash, swimming, wrestling, or volleyball;

Spring: 16 attendances (compulsory) in cross country, golf, softball, tennis, soccer, or water polo;

Summer: 20 attendances (compulsory for Third Class only) in basketball, softball, skeet, swimming, tennis, touch football, volleyball, golf, or canoeing.



West Point from the East Bank of the Hudson

PROGRAM OF STUDIES IN NATIONAL SECURITY

This program was initiated at the Military Academy to keep pace with the problem of the national security of the United States in the post-World War II era. To understand that problem an officer of the Armed Forces must comprehend the political, economic, psychological, moral, and military components that go to make up the complex substance of our national security. He likewise must see clearly that the Armed Forces are a unified team operating under the Department of Defense, thoroughly coordinated with other government agencies, and deriving power from the economic, political, and moral strength of our country. Educating an officer to grasp completely these complexities of national security is a process beginning in his earliest undergraduate days and proceeding through all his schooling—undergraduate and postgraduate, military and civilian. The Military Academy, as an undergraduate school, gives him the foundation.

The program emphasizes that the military aspect of national security is the responsibility of a single federal department, it gives due attention to the roles of all arms and to the interdependence of the military agencies and all other elements of national life.

The departments directly charged with carrying out this program are Tactics, particularly through those of its courses that deal with the Department of Defense and with the Navy, the Air Force, and the civilian components of the Armed Forces; Social Sciences, through all its courses; Military Art and Engineering, through its course in the History of Military Art; and Ordnance, through its coverage of the broad military technological aspects of national security. Wherever pertinent, other departments emphasize the unified Armed Forces point of view and the relation of national security to the material being taught.

The purpose of the program is to inculcate in the students the following essentials:

a. An awareness of the major problems, internal and international, affecting the security of the nation;

b. An understanding of the relation between military preparedness and the other components that make up the problem of total national security, with particular recognition that "national defense is not the exclusive property and concern of men in uniform, but the responsibility as well of labor, management, agriculture, industry, and every group that goes to make up the national complex" (Gen. Dwight D. Eisenhower, *Final Report of the Chief of Staff, 1948*);

c. An appreciation of the role of science in preparedness and of the technological aspects of modern warfare;

d. A realization of responsibility toward the national economy on which the expense of modern defense measures has such a heavy impact; and of the crucial significance, in terms of security, of a healthy national economy;

e. A firm grasp of the place of the military establishment in the framework of our government and of our democratic society;

f. An understanding of the roles of the separate agencies of an integrated Department of Defense;

g. An understanding of the concept of the Department of Defense as an integrated instrument of defense and a realization of the teamwork that must exist among the services if they are to complement each other in carrying out their joint and separate missions;

h. A motivation of lifetime service to the country as officers in its unified armed forces.

A committee of the heads of the departments of Social Sciences, Military Art and Engineering, Ordnance, and Tactics, and acting under the direction of the Academic Board, is charged with supervising and coordinating the program.

The concept and content of the program are in accord with the conclusions concerning this area of instruction as expressed in the report of January 1950 of the Service Academy Board to the Secretary of Defense.

THE APTITUDE SYSTEM

Since the over-all mission of the Military Academy is the development of officer-leaders for the Armed Forces, it is necessary to measure the leadership qualities of cadets and give them individual guidance. To effect these purposes the aptitude-for-the-service system was begun with the objectives of (1) determining those cadets who possess outstanding ability and deserve positions of responsibility within the Corps; (2) identifying those cadets who are weak in qualities of leadership and determining their specific weaknesses in order to give them help in attaining the standards of the Corps; and (3) providing an impartial hearing for any cadet who, after receiving special assistance over a reasonable period of time, appears to be unable to meet the requirements of the Corps or who seems to be misplaced in the military profession and must therefore be considered for separation from the Academy. A subordinate purpose achieved in the gaining of the first and second objectives is that of giving the cadets experience in evaluating men on the basis of leadership qualities—something they will do throughout their professional careers.

The accomplishment of the first of these objectives requires the following procedure. The initial step is to have a cadet rate his own classmates in his company (a cadet company consists of about 100 men drawn in equal number from the first, second, third, and fourth classes) in the order of what he thinks is their relative leadership ability within their own group. That is, a first classman rates the leadership ability of the other first classmen in his company in relation to the company group of first classmen, a second classman rates the other second classmen, etc. The next step is to have the cadet rate the members of the other classes in his company in the same way; if, for example, he is a second classman he rates each *first* classman in terms of his company's group of *first* classmen; each *third* classman in terms of his company's group of *third* classmen; and each *fourth* classman in terms of his company's group of *fourth* classmen.

The traits and characteristics which enter into the rating are varied. Such factors as intelligence, personality, temperament, physique, and any special abilities influence the impression which a cadet creates among his fellows. But evidence shows that within a cadet company there is consistent agreement as to who belongs in the top and bottom quarter of the company. And results have shown that the aptitude-for-the-service rating system is a reliable measure of relative merit among cadets and is highly predictive of future success as an officer.

All ratings made by a cadet of his fellows, as well as the rankings and any comments he in turn receives from them, are held in strict confidence. The utmost care is taken to prevent disclosures which might prejudice future ratings. Neither a cadet nor his parents are ever informed of his numerical standing beyond the fact that he is satisfactory in aptitude for the service or that he is in "Class E" in aptitude—Class E comprising the bottom 7 percent of a class. Being ranked in Class E indicates marginal or doubtful leadership potential and is rightly a cause for some concern to cadets and parents alike. This group of cadets receives the most careful study. The Commandant of Cadets and the Company Tactical Officers will keep the parents informed of all particulars in these cases after each rating period (twice yearly)—or in response to inquiries at any time.

Before going into detail about the second and third objectives of the system, a few words about two of the more important agents of the system. The first is the Company Tactical Officer. He is a carefully selected officer who has proved his leadership ability in the Armed Forces. One of his principal responsibilities is to know intimately all the cadets of his company, for whom he serves as adviser. He studies all members of his company closely in order to have an authoritative opinion of their worth as potential officers. He has frequent informal interviews with them in order to discuss their problems, appraise their performance, and guide their progress. He rates each cadet in his company on aptitude for the service. Since his judgment is based not only on his understanding of cadets but also upon his experience with officers in the service, his ratings are given a weight of one-third in the final rating of the cadets in his company. (The cadet ratings make up the other two-thirds.) He is always willing to correspond with parents—or, preferably, to arrange personal interviews with them—to discuss the reasons for the ratings their sons have received.

A second important agent is the Staff Psychologist, who is available to the Tactical Officer for professional advice on guidance activities and who works closely with the Tactical Officers. The Staff Psychologist is likewise available to every cadet in the Corps for advice or help on any personal problem.

In achieving the second objective of the aptitude system—helping those cadets who have been found weak in leadership qualities—the Tactical Officer plays a vital part. He has available and draws on numerous sources of information in order to determine what guidance is indicated in the case of any particular cadet. Combining this information with his own observations, the Tactical Officer usually can determine the reasons for a cadet's low standing in the ratings. Through interviews and coaching the Tactical Officer attempts to help a cadet improve himself as a leader and, at the same time, tries to help him develop insights concerning the causes for his rating. Here he has much help from the Staff Psychologist.

In meeting the third objective of the aptitude system—to provide an impartial hearing for a cadet deficient in aptitude to determine if he should be separated—a great deal of time and study is spent. The official basis for recommendation of separation because of lack of aptitude is in paragraph 9.08, Regulations for the United States Military Academy:

> 9.08 DEFICIENCY IN APTITUDE FOR THE SERVICE.—If any cadet, as determined by periodic ratings, shall be found lacking in Aptitude for the Service, he shall be reported to the Academic Board by the Superintendent for such deficiency, and the Board shall act upon the deficiency as in a case of deficiency in studies.
>
> If the Academic Board recommends separation from the Academy for such deficiency, a full report of the facts shall be made to the Department of the Army for final action.
>
> Cadets recommended under this provision for discharge at any time during the 6 months period just prior to the date of graduation of their class shall normally be permitted to graduate, provided they are otherwise qualified, and shall then be honorably discharged without commission.

If a cadet is found to be recurrently low in the aptitude ratings and seems unable to profit from the counsel and guidance offered him, his records, along with a letter of evaluation and recommendation from his Tactical Officer, are carefully studied by a board of impartial officers. If the board finds that real doubt exists about the desirability of keeping the cadet in the service, the case is referred to a Regimental Aptitude Board consisting of senior officers who again study the case with great thoroughness. This board may then declare a cadet proficient or deficient in aptitude. If declared deficient a cadet will be placed in a "conditioned" or probationary status until the next rating six months later when he meets the Brigade Aptitude Board. This board may recommend that the cadet be considered proficient in aptitude for the service or it may find him deficient and recommend that he be separated. The Commandant of Cadets forwards the report on the case to the Superintendent for review by the Academic Board. The final approval of the Secretary of the Army is necessary in cases involving separation.

A cadet who has been declared proficient after a period of condition will go before a board to be considered for discharge if, at any subsequent rating period, he is again rated as being below the minimum standard in aptitude for the service. If at any time *between* subsequent rating periods such a cadet's Tactical Officer feels that the cadet is apparently again in danger of falling below the minimum standard, the Tactical Officer will immediately notify the cadet's parents.

Normally a cadet will not come before an Aptitude Board before the first-term rating of his third class (sophomore) year and then cannot be recommended for discharge prior to the next rating at the end of the third class year. Except in extreme cases no cadet is recommended for separation for deficiency in aptitude without first having had the full benefit of counsel and guidance and of having spent a period in a probationary status.

It should be noticed in passing that the military profession is a highly specialized one, requiring attributes differing in quality and degree from the requirements of many civilian callings. A young man may be inapt for the military service and have great promise for a number of other professions. The aptitude system protects a cadet from entering on a career for which he is not qualified and from which he would probably receive little satisfaction.

It is the earnest desire of the Superintendent that cadets and their parents understand fully the aptitude system.

LECTURE PROGRAM, 1950–51

Lectures sponsored by various activities at the Academy are supervised by the General Lecture Committee. For the academic year 1950–51, 47 lectures were given by visiting speakers. The academic work of the attending class or classes was in almost every case coordinated with the subject of the lecture. A list of these lectures follows:

Superintendent's Series

Lecturer and Subject	*Class*
Lt. Gen. Alfred M. Gruenther Deputy Chief of Staff for Plans, Department of the Army Subject: *The World Military Situation*	First Second.
Maj. Gen. John W. O'Daniel Staff Officer, Chief of Army Field Forces Subject: *The Russian Army*	First. Second.
Hon. Bernard M. Baruch Elder Statesman Subject: *Current Problems of Economic Mobilization*	First. Second.

Special Lectures

KERMIT ROOSEVELT MEMORIAL LECTURE

Lecturer and Subject	*Class*
Lt. Gen. Sir Richard N. Gale KBE, CB, DSO, MC, Director General of Military Training, British Army Subject: *Traditions of the British Infantry*	First. Second.

Department Lectures

DEPARTMENT OF ELECTRICITY

Lecturer and Subject	*Class*
Dr. J. O. Perrine Assistant Vice President, American Telephone and Telegraph Company Subject: *More Waves, More Words, Less Wires*	Second.
Dr. John R. Dunning Dean of Engineering, Columbia University Subject: *Development of Nuclear Power*	Second.

DEPARTMENT OF ENGLISH

Lecturer and Subject *Class*

Prof. William York Tindall
Columbia University
Subject: *Realism in the Modern Novel* .... Third.
Dr. Scully Bradley
University of Pennsylvania
Subject: *Stephen Vincent Benet's America* .... Fourth.

DEPARTMENT OF FOREIGN LANGUAGES

Commandant G. Brochen
French Army, Secretary, French Delegation, Military Staff Committee, United Nations Organization
Subject: *The Military Situation in Indo-China* .... Third.
M. Grellet
Deputy Consul General of France, New York, N. Y.
Subject: *Reconstruction and Recovery in France* .... Third.

DEPARTMENT OF MATHEMATICS

Dr. H. P. Robertson
Deputy Director of Research, Weapons Systems Evaluation Group, Office of the Secretary of Defense
Subject: *Science in Intelligence and Operations* .... Third. Fourth.

DEPARTMENT OF MECHANICS

Mr. R. S. Wetmiller
Supervisor, Engineering Research, Beacon Laboratories, The Texas Company
Subject: *The Practical Thermodynamics of the Automobile*. Second.
Prof. J. Den Hartog
Professor of Mechanical Engineering, Massachusetts Institute of Technology
Subject: *Applied Mechanics* .... Second.

DEPARTMENT OF MILITARY HYGIENE

Maj. Gen. J. I. Martin, MC
Commandant, Medical Field Service School, Brooke Army Medical Center, Fort Sam Houston, Texas
Subject: *Introduction to Military Medicine, Including Army Medical Service Responsibilities* .... First.
Maj. Gen. G. E. Armstrong, MC
Deputy Surgeon General, Washington, D. C.
Subject: Command Responsibility and the Surgeon .... First.

Lecturer and Subject	*Class*
Dr. J. E. Gordon	
Professor of Preventive Medicine and Epidemiology, Harvard University School of Public Health	
Subject: *Diseases and Injuries as Operational Influences in Modern War*	
Part I—Principles of Prevention and Measurement of Costs	First.
Part II—Strategic Problems	First.
Part III—Tactical Problems	First.
Part IV—Civil Defense and Disaster Control	First.
Dr. E. A. Strecker	
Professor of Psychiatry, University of Pennsylvania	
Subject: *The Men You Will Command*	First. Third.
Col. J. M. Caldwell, MC	
Chief, Psychiatry and Neurology Consultants Division, Office of the Surgeon General, Department of the Army	
Subject: *Neuropsychiatric Problems of Modern War*	First.
Dr. H. W. Haggard	
Director, Office of University Development, Yale University	
Subject: *Alcohol and Drugs*	First.
Brig. Gen. J. P. Cooney, MC	
Chief, Radiology Branch, Division of Military Application, U. S. Atomic Energy Commission, Washington, D. C.	
Subject: *Medical Problems in Atomic Warfare*	First.
Lt. Col. D. B. Parker, GSC	
Office of the Assistant Chief of Staff, G–3, Department of the Army	
Subject: *Command Aspects of Atomic Warfare*	First.
Capt. William L. Bost, MSC	
Medical Field Service School, Brooke Army Medical Center, Fort Sam Houston, Texas	
Subject: *Organization, Function and Employment of the Medical Company, Infantry Division*	Second.
Organization and Employment of the Medical Battalion and Medical Detachments	Second.
Medical Service Provided by a Field Army and the Communications Zone	Second.
Maj. Herbert A. Noe, MSC	
Medical Field Service School, Brooke Army Medical Center, Fort Sam Houston, Texas	
Subject: *Medical Aspects of Command Problems in an Atomic War*	Second.
Medical Support in Civil Defense	Second.

Lecturer and Subject *Class*

LT. COL. C. F. VONDER BRUEGGE, MC
Armed Forces Institute of Pathology
Subject: *Anatomy and Physiology* .... Third.

DR. J. E. GORDON
Professor of Preventive Medicine and Epidemiology, Harvard University School of Public Health
Subject: *Development and Spread of Communicable Diseases*
Part I—Nature of Infection .... Third.
Part II—Control of Communicable Diseases .... Third.
Part III—Application of Control of Communicable Diseases .... Third.

COL. J. M. CALDWELL, MC
Chief, Psychiatry and Neurology Consultants Division, Office of the Surgeon General, Department of the Army
Subject: *Psychiatry* .... Third.

DR. SELDEN D. BACON
Professor of Sociology, Yale University
Subject: *Alcohol and Drugs* .... Third.

DEPARTMENT OF MILITARY TOPOGRAPHY AND GRAPHICS

MR. COLES
Hayden Planetarium
Subject: *Introduction to Astronomy* .... Third.

LT. COL. RUZEK
Army Map Service
Subject: *Army Map Service* .... Third.

DEPARTMENT OF ORDNANCE

MR. VAN ALAN CLARK, JR.
Department of Business and Engineering Administration, Massachusetts Institute of Technology
Subject: *Industrial Management* .... First.

DEPARTMENT OF SOCIAL SCIENCES

DR. LEO WOLMAN
Professor of Economics, Columbia University
Subject: *Labor Organization and Problems* .... First.

MR. ROBERT V. ROSA
Research Chief, Federal Reserve Bank of New York
Subject: *The Federal Reserve System* .... First.

MR. LEO M. CHERNE
Research Institute of America
Subject: *Industrial Mobilization* .... First.

Lecturer and Subject *Class*

Col. R. E. Beebe
Director, Office of NATO Affairs, Office of the Secretary of Defense
Subject: *North Atlantic Treaty* .... First.

Mr. E. M. Wright
Department of State
Subject: *The Mediterranean-Middle East* .... First.

DEPARTMENT OF TACTICS

Maj. Gen. Raymond H. Fleming
Acting Chief, National Guard Bureau, Department of the Army
Subject: *The National Guard of the United States* .... First.

Col. Frank Silliman, III
Executive Officer, Reserve and ROTC Affairs, Department of the Army
Subject: *The ORC & ROTC* .... First.

Lt. Gen. Joseph T. McNarney
Chairman of Management Committee, Office, Secretary of Defense
Subject: *Military Objectives* .... First.

Maj. W. C. Moore
Combat Operations Office, Headquarters, Eastern Air Defense Command, U. S. Air Force
Subject: *Air Defense of the Continental United States* ..... First.

Maj. Gen. Robert E. Wood (Ret)
Chairman of Board, Sears, Roebuck & Co.
Subject: *Principles of Industrial and Military Management*. First.

Mr. Charles P. McCormick
President, McCormick & Co.
Subject: *Personnel Management* .... First.

Lt. Col. Fred J. Ascani
Deputy Base Commander, Edwards Air Force Base
Subject: *Air Force* .... First.

Lt. Gen. Edward H. Brooks
Assistant Chief of Staff, G–1, Department of the Army
Subject: *Personnel Management in the Army* .... First.

Panel by Combat Returnees from Korea .... First.

SPECIAL EDUCATIONAL ACTIVITIES

In collaboration with the Carnegie Corporation of New York, West Point in 1949 sponsored a Student Conference on United States Affairs. A second conference, with the same sponsorship, was held in 1950; a third in 1951; and a fourth is planned for 1952. The Cadet Debate Council administers these conferences and acts as host. The purposes of these conferences are (1) to contribute to the education of the participants, (2) to test at the undergraduate level the methods of a faculty-level conference, and (3) to bring about interchange of ideas between cadets and their collegiate contemporaries.

Representative students from more than fifty colleges and universities, and approximately thirty senior individuals from college faculties and government, attended each of the first three conferences. In addition to the cadets actually participating in conference discussions, one or more classes of the Military Academy were present at the principal conference speeches.

FIRST STUDENT CONFERENCE: U. S. FOREIGN AFFAIRS IN EUROPE 30 NOVEMBER–3 DECEMBER 1949

Lecturer and Subject

REAR ADM. ARTHUR C. DAVIS, USN
  Director, The Joint Staff
  Subject: *Security Aspect of U. S. Affairs*

MR. PAUL HOFFMAN
  Administrator, ECA
  Subject: *Economic Aspect of U. S. Affairs*

DR. GRAYSON KIRK
  Provost, Columbia University
  Subject: *Political Aspect of U. S. Affairs*

THE HONORABLE DEAN RUSK
  Deputy Under Secretary of State
  Subject: *U. S. Foreign Policy in the 1950 Decade*

SECOND STUDENT CONFERENCE: THE FAR EASTERN POLICY OF THE U. S. 6–9 DECEMBER 1950

LT. GEN. ALFRED M. GRUENTHER
  Deputy Chief of Staff, U. S. Army
  Subject: *Security Problems of the U. S. in the Far East*

DR. EDWARD M. EARLE
  Institute for Advanced Study; Princeton, N. J.
  Subject: *Economic and Political Problems of the U. S. in the Far East*

DR. JOSEPH E. JOHNSON
  President, Carnegie Endowment for International Peace
  Subject: *Integration of Global and Far Eastern Foreign Policy*

THIRD STUDENT CONFERENCE: U. S. POLICY FOR THE RIMLAND OF EUROPE. 5–8 DECEMBER 1951

Lecturer and Subject

LT. GEN. CHARLES L. BOLTE, USA
  Deputy Chief of Staff for Plans, U. S. Army
  Subject: *The Security Problem of the U. S. Policy for the Rimland of Europe*

DR. GRAYSON L. KIRK
  Provost of Columbia University
  Subject: *The Economic and Political Aspects of the U. S. Policy for the Rimland of Europe*

DR. WILLIAM Y. ELLIOTT
  Professor of History and Political Science, Harvard University
  Subject: *U. S. Interests in the Rimland of Europe*

CADET FORUM

This organization, established in January 1950 as a part of the Cadet Debate Council, is financed by cadet contributions. Lecturers speak at an afternoon session open to cadets and Post personnel, and at an evening discussion session open only to Forum members. The following lecturers addressed the Forum during the academic year 1950–51:

COUNT NICHOLAS DE ROCHEFORT
  Professor of Political Science, Georgetown University
  Subject: *The French Army in Relation to Subversive Communist Activities*

MRS. FRANKLIN DELANO ROOSEVELT
  U. S. Representative to United Nations General Assembly
  Subject: *The Activities of UNESCO*

PROF. BRUCE C. HOPPER
  Professor of Political Science, Harvard University
  Subject: *Christianity in Crisis*

MR. FRANK HOLMAN
  War Correspondent, The New York News
  Subject: *Observations of the War in Korea*

COL. JOHN MASTERS
  British-Indian Army (Ret)
  Subject: *India: Pivot of the East*

BRIG. GEN. ROGER BROWNE, USAF
  North Atlantic Treaty Organization, London
  Subject: *The North Atlantic Treaty Organization*

MAJ. GEN. WILLIAM DONOVAN
  Wartime Chief of Office of Strategic Services, New York, N. Y.
  Subject: *The Importance of Strategic Intelligence*

Interior of Cadet Chapel

RELIGION

Chaplain, U. S. M. A.: Frank E. Pulley, Graduate in Divinity.
Post and Regimental Chaplain: Lt. Col. Herman J. Kregel, ch; B. A., Th. B., B. D.
Cadet Chapel Organist and Choirmaster: Mr. Frederick C. Mayer.

Protestant

Protestant services are held in the Cadet Chapel during the academic year and out-of-doors during the summer months. Three services are held every Sunday in the academic year; the third is a service of the Holy Communion. On the first two Sundays of the month the earliest service is also a service of the Holy Communion. Members of all Christian churches are welcome at the Communion Table. Throughout Lent, daily services are held in the Chaplain's office. The two regiments of cadets alternate in their attendance at the nine o'clock, or earliest, service and the eleven o'clock, or second, service. The form of worship is nondenominational in character, and follows a procedure approved by the larger Protestant communions. A cadet choir of 170 voices takes part in the Cadet Chapel services.

Catholic

Catholic cadets attend Mass at Holy Trinity Chapel on the post. The Chapel is served by two priests in residence. Confessions are heard on Saturdays and as desired. Catholic members of the two cadet regiments alternate in attending the 8 and 10 a. m. Masses in order to facilitate frequent reception of Holy Communion. A cadet Catholic choir renders music for High Masses and all other ceremonies. During Lent, May, and October daily Mass is celebrated at 7 a. m. and 5:30 p. m.

Jewish

Jewish services are held in the Old Cadet Chapel every Sunday at 8 a. m. A visiting Rabbi officiates. Services are held also on the various Jewish holy days and festivals. A cadet choir and a cadet organist take part. The Rabbi is at the Academy from Saturday noon until Sunday noon.

THE LIBRARY

Librarian: Lt. Col. William J. Morton, Jr., B. S., Certificate d'Études Françaises, University of Geneva, Switzerland.

Associate Librarian: Mary L. Samson, B. A., B. L. S.

Historian and Archivist: Sidney Forman, B. S., Ph. D.

Cataloguer: Louise V. Horobin, Special Library Course, New York Public Library.

Reference Librarian: Thelma E. Bedell, B. A.

Assistant Librarians: Anna E. Pierce, B. S., New York State School Librarian's Certificate; Irene Feith, B. A.

Library Assistants: Beatrice B. Burner, B. A., Frances W. Lewis, Marion B. Weller.

The library contains about 135,000 accessioned books, exclusive of those in the thirteen departmental libraries. The main library collection is housed in a gray stone Tudor building designed by Major Richard Delafield in 1841, and in a large first-floor room of the adjacent East Academic Building.

The first library at the Military Academy was the library of the Corps of Invalids. This Corps, made up of wounded officers and men of the Revolutionary War, was so named and sent by Washington to Philadelphia in 1778. Two years later some of its members were ordered to West Point where they taught and trained recruits. The Continental Congress decreed that each of these officers contribute one day's pay a month for the purchase of books; apparently a sizable collection was the result, for on a map of West Point dated 1780, drawn by a French officer and reproduced by Barbé-Marbois in his *Complot d'Arnold*, a building marked "Library" is shown. No record exists of what happened to this first Library, but it is probable that a few of the volumes from it are in the present collection.

We do know that the teachers from the Corps of Invalids were released and their classes discontinued about 1784 and that from then to 1794 West Point was only a garrison site. In the latter year a school of military instruction was established; in 1802 the Military Academy was founded. And it is likely that the books remaining from the earlier schools became the nucleus of the library of the new Military Academy.

Evidently these books were few. Colonel Jonathan Williams, the first Superintendent, found it necessary to make his personal library available to officers and cadets; and since Colonel Williams, a grandnephew of Benjamin Franklin, had inehrited Franklin's library we know that instruction at the Military Academy in its earliest years was based in part on Franklin's books.

The first important additions to the library were in 1815 when Major Sylvanus Thayer, Superintendent, 1817–1833, on an official trip to

Europe was authorized by Secretary of War James Monroe to use this opportunity to buy military, scientific, and engineering works for the Military Academy. Major Thayer bought about 1,000 volumes. Room for these was provided in the Academy building, opened that same year. Further purchases from Europe, principally France and England, were made regularly until after the middle of the century.

The Academy building burned in 1838; in 1841 the library was given space in a new building designed to house the Astronomical Observatory, Post Headquarters, and the Department of Natural and Experimental Philosophy. About 1900 the interior of this building was extensively remodeled to adapt it to library purposes alone.

The library is similar to that of a liberal arts college, save that it contains a large proportion of mathematical, scientific, and technical works, and has a very complete military section. The collection of standard literary works is good; and that of eighteenth- and nineteenth-century periodicals is unusually representative.

The manuscript and archival collection is extensive, and deals principally, though by no means exclusively, with the United States Army, the Military Academy, and persons of the military profession. Typical examples are the Sylvanus Thayer papers; the Joseph G. Swift papers; the Journal and Notes of Captain John G. Bourke; and the twenty-eight bound volumes of Colonel Wirt Robinson's manuscript journals that contain much original observation of the flora and fauna of the United States, Central America, and the West Indies. The collection of early American military art imprints is unique.

The library is rich in both original and secondary sources dealing with the history of the Hudson Highlands. In particular, there is a large collection of early nineteenth century prints, drawings, and watercolors picturing West Point and the immediate vicinity.

A celebrated collection of ten portraits by Thomas Sully is housed in the library. The best known are those of Thomas Jefferson, James Monroe, and Jonathan Williams, all painted from life expressly for the Military Academy. An original portrait of George Washington by Gilbert Stuart, and one of General Winfield Scott by Robert W. Weir are worthy of note. Mention should be made likewise of the Edgar Allan Poe Memorial Doorway and of the James McNeill Whistler Memorial Plaque, both of white marble. Near the Plaque are hung a number of sketches done by Whistler in his cadet days.

The facilities of the library are available to research scholars and writers. It is open from 8:30 a. m. to 6 p. m., and from 7:15 p. m. to 9:15 p. m. daily; from 2 p. m. to 6 p. m., and from 7:15 p. m. to 9:15 p. m. on Sundays and holidays. Visitors are always welcome.

THE WEST POINT MUSEUM

Acting Director of the Museum: Col. Lawrence E. Schick, B. S.
Curator: Gerald C. Stowe, B. S.
Assistant Curator: Arthur R. Collier, B. A., M. S.

The large and valuable collections of the West Point Museum are displayed in several halls on the second and third floors of the northwest corner of the Administration Building. The story of the beginning and growth of these collections is almost a brief history of the United States from the Revolution to the present.

The beginning was in 1777. After the battle of Saratoga in October of that year, much of the ordnance captured from Burgoyne was sent to West Point to be held there as a war reserve. A little later, part of the famous Great Chain that had been stretched across the Hudson at West Point to bar navigation of the river to British men-of-war was stored at the Point. In the course of the next few years two 6-pounder brass guns, or "grasshoppers," captured by Major General Nathanael Greene in his campaign against the British in the Carolinas, and several guns taken by "Mad Anthony" Wayne at Stony Point on 15 July 1779 were added. At the close of the Revolution Major George Fleming, with the designation of Ordnance and Military Storekeeper, was placed in charge of this small arsenal. He held his post until several years after the founding of the Military Academy in 1802.

During the first half of the nineteenth century the custom of sending trophies of war and objects of historic interest to the Military Academy grew slowly. In 1843, for example, John C. Spencer, Secretary of the Treasury, presented West Point with a brass culverin 6-pounder that had been given to the Continental Congress many years before by General Lafayette. And after the close of the Mexican War in 1847 General Winfield Scott sent numbers of captured flags, cannon, and other war trophies to the Military Academy. For lack of adequate housing some of these were displayed by various departments and the library; others were stored.

In 1848 when Secretary of War Marcy directed in the President's name that West Point be the "depository of the trophies of the successful victory of our arms in Mexico," a great number of items were sent to the Academy for safekeeping and display. The authorities saw that permanent provision had to be made for the ever-growing collections, and in 1854 they officially created the *Ordnance and Artillery Museum*, established it on the third floor of the Academy—a building erected in 1838 on the ground of the present West Academic Building—and placed it in charge of the Instructor of Artillery. Here were displayed most of the collections; the Great Chain and cannon, however, were grouped around the flagpole at Trophy Point, and the captured flags of the Revolution and the Mexican War were placed in what is now called the Old Chapel.

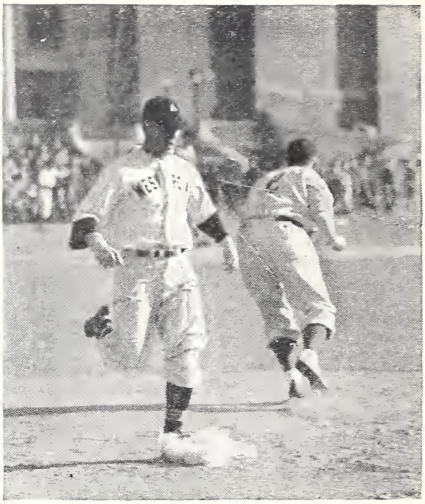
From then on the Museum grew rapidly. The Civil War, the Indian Wars, the Spanish-American War, and World Wars I and II contributed much: ordnance from the Civil War, relics of all kinds from the Indian Wars, and native relics from the Philippine Islands as a result of the Spanish-American War. The richness of the collections can only be indicated. The collection of automatic weapons, for instance, from the volley guns of the Civil War to the machine guns of World War II, shows step by step the development of the principle of rapid fire; and the scale models of artillery weapons illustrate the growth of mobile cannon and their carriages, and coast artillery. Of especial note from World War I are the French 75 millimeter cannon used in the first round fired against the Germans by American artillerists. From World War II are Yamashita's saber, Mussolini's fascist hat and his decorations, and Göring's silver-framed guest book and his diamond-studded marshal's baton. Displayed in prominence and honor are the flag of General Eisenhower's Supreme Headquarters, and the Legion of Honor and Croix de Guerre awarded by the Republic of France to the United States Military Academy in 1949. When the new Administration Building was erected in 1909, the Museum was moved to its present and larger quarters. But so much new material is constantly being acquired that a growing number of items must be stored.

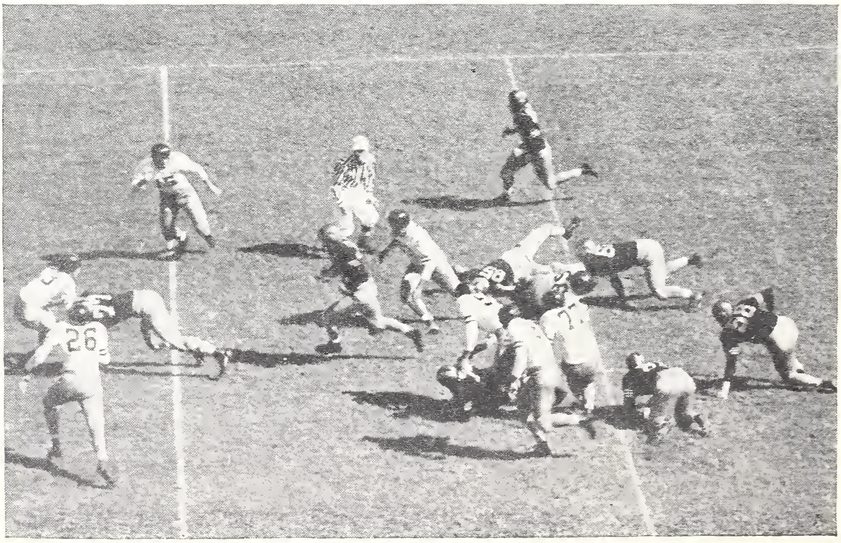
Because the Museum had long ceased to have any particular relation to the Department of Ordnance and had, in fact, become an historical Museum, it was given independent status in 1942. Closed during the war it was reopened in 1946 with an officer detailed as Director.

In 1948 supervision over the Fine Arts Collections of West Point was added to the responsibilities of the Museum staff. A few of the paintings and other art objects may be seen in the Museum proper; by far the greater number are displayed in the Library, Cullum Hall, Washington Hall, and Grant Hall.

The Museum serves a vital need in the life of the Military Academy. It is an invaluable supplement to the cadet's education; it serves as a national depository for objects of historic interest and veneration; and it stimulates general interest in the long and honorable history of the Armed Forces of our country. Instructors and cadets are encouraged to borrow objects from the Museum that may enhance instruction or recitation in academic or military subjects.

The Museum is open to visitors on Tuesdays through Saturdays from 10:30 a. m. to 4:30 p. m.; on Sundays and Holidays from 1:00 p. m. to 4:30 p. m.





INTERCOLLEGIATE ATHLETICS

ATHLETIC BOARD

Mr. Earl H. Blaik, *Chairman;* Brig. Gen. Harris Jones, Col. Gerald A. Counts, Col. Thomas D. Stamps, Col. John K. Waters, Col. Philip H. Draper, Jr.

Director of Athletics: Mr. Earl H. Blaik.

Graduate Manager of Athletics: Col. Philip H. Draper, Jr.

COACHES

Baseball: Paul J. Amen. *Basketball:* Elmer Ripley. *Fencing:* Marcel Pasche. *Football:* Earl H. Blaik; *assistants,* Paul J. Amen, Capt. John F. Green, E. D. Kenna, Vincent T. Lombardi, Capt. R. J. St. Onge, Maj. Joel B. Stephens. *Golf:* Dennis Lavender. *Hockey:* John P. Riley. *Lacrosse:* F. Morris Touchstone. *Swimming:* Gordon H. Chalmers. *Tennis and Squash:* Leif Nordlie. *Track and Cross Country:* Carleton Crowell; *advisory,* Nathaniel Cartmell.

Intercollegiate athletics are supervised by the Athletic Board which, in turn, reports to the Superintendent on matters pertaining to athletic policies and schedules. Through the Board the Superintendent exercises general control over the entire program.

West Point sponsors 18 intercollegiate sports: football, soccer, and cross country in the fall; basketball, indoor track, boxing, wrestling, swimming, gymnastics, fencing, hockey, rifle, and squash in the winter; and baseball, lacrosse, track, tennis, and golf in the spring.

Teams wearing the black, gold, and gray of West Point take part during the academic year in about 300 "at home" contests and about 70 "away" contests.

Intercollegiate athletics at West Point are supported entirely by the Army Athletic Association. No appropriated funds are used. The Army Athletic Association contributes also to the support of other cadet activities and organizations.

The athletic plant includes the Field House, Michie Football Stadium, Smith Rink, a golf course, four gymnasium buildings, 23 tennis courts, and several athletic fields. Additional details about these buildings will be found in the section on *Buildings and Grounds.*

Note.—West Point's extensive Intramural Athletic Program is under the direction of the Office of Physical Education of the Department of Tactics. An outline of the program will be found on pages 62–63.

ACTIVITIES AND SOCIAL LIFE

Contrary to popular opinion, the cadets do not spend all their time parading, shining shoes, and studying; they enjoy practically the same recreational activities as any college students.

During the summer there is swimming in Delafield Pond. Picturesque Flirtation Walk, winding for three-quarters of a mile along the majestic Hudson, offers a peaceful and shady retreat from the walls of barracks. Cadets stationed at Camp Buckner enjoy swimming, canoeing, fishing, and sailing on Lake Popolopen. There are two or more football trips to New York City and Philadelphia, where the bright lights of the cities are a welcome diversion. During the winter months, ice skating at Smith Rink and skiing on the Constant Slope are extremely popular. Weekly hops are held in either the gymnasium or Cullum Hall, with music furnished by the Cadet Dance Band or one of the two Post orchestras. Cadets may attend movies in the Army Theater on Saturday nights, Sundays, and holidays. Outside talent, sponsored by the cadet special program committee, is brought occasionally to the Post for Sunday evening performances.

Aside from general recreational activities, there are many organized extracurricular activities. Those cadets who like music are encouraged to indulge their talents. Cadet Protestant, Catholic, and Jewish choirs sing at religious services on the Post and usually make several trips each year to sing in New York and Washington. For those who prefer a more informal type of music, there are the Cadet Glee Club and the Cadet Dance Band.

As members of the Radio, Model Airplane, Model Railroad, and Camera clubs, technically minded hobbyists find relaxation, as well as opportunities to test and improve their skills.

Those to whom literary activities appeal may seek outlets for their talents in the The Howitzer, yearbook of the Corps of Cadets; The Pointer, official magazine of the Corps of Cadets; and Bugle Notes, the cadet handbook, more commonly known as the Plebe Bible. Cadet press representatives conduct interviews and prepare hundreds of releases for hometown newspapers.

Recently organized are clubs corresponding to each foreign language taught in the regular curriculum: Portuguese, Spanish, German, Russian, and French, where members, in addition to devoting further study to the language, seek to broaden their knowledge of the various countries and peoples.

The One Hundredth Night Show, the time-honored dramatic highlight presented annually by the Dialectic Society, and celebrating the one hundredth night before graduation, is written, produced, and acted solely by cadets.

Interior of Grant Hall

A most active organization is the West Point debate council. During the academic year its members engage in about 200 intercollegiate debates in all parts of the United States. In the spring of 1947 the efforts of the debate council to organize and stage the first national intercollegiate debating tournament culminated with their playing host to representatives of 32 colleges, victors in regional tournaments. The national tournament is now held annually at West Point.

Organized extracurricular activities are directed and administered almost entirely by the cadets themselves subject to the approval of the Superintendent. There is an officer in charge of each activity, who acts in an advisory capacity. From these activities cadets acquire a wealth of specialized knowledge or develop latent talent, which subsequently will serve them well and be a source of pleasure and relaxation in their careers as officers.

THE HOSPITAL

STAFF

Col. Charles L. Kirkpatrick, mc; B. S., M. A., M. D.
Surgeon; Professor and Head of Department of Military Hygiene

Maj. William S. Dowd, msc
Executive Officer

Col. George G. McShatko, mc; B. A., M. D.
Chief, Surgical Service

Col. Wallace J. Morlock, dc; D. D. S.
Dental Surgeon

Col. Robert J. Hoagland, mc; B. A., M. D.
Chief, Medical Service

The U. S. Army Hospital at West Point provides hospitalization and out-patient medical care for the garrison and for Stewart Air Force Base. In addition, the hospital is responsible for hospitalization and evacuation of First Army District No. 9, comprising the nine surrounding counties of New York State.

The hospital is authorized 150 operating beds, with a capacity of 350 beds. It is staffed and equipped to provide the medical, surgical, and dental coverage of a general hospital, with the exception of the more highly specialized sections found only in the latter.

Civilian professional consultants make regular visits to the hospital. Such consultants are employed in the specialities of dermatology and allergy; obstetrics and gynecology; pedriatics; ear, nose, and throat; ophthalmology; orthopedics; internal medicine; general surgery; roentgenology; and neuropsychiatry.

Physical examinations of all cadets are conducted annually, as well as examinations of candidates for admission to the Corps of Cadets, and for commission in the regular components of the army.

During the academic year 1950–1951, 4,598 patients were admitted to the hospital, and 38,202 to the Out-patient Service.

The present authorized strength of the Army Medical Service at West Point is 19 Medical Corps officers, 10 Dental Corps officers, 2 Medical Service Corps and/or Women's Army Corps officers, 24 Army Nurse Corps officers, 3 Women's Medical Specialist Corps officers, 1 Veterinary Corps officer, and 143 enlisted personnel.

Cadet Chapel

BUILDINGS AND GROUNDS

The military reservation at West Point consists of a little more than 15,100 acres. The original purchase was 1,795 acres and was made from Stephen Moore in 1790; additional purchases made in 1824, 1879, 1889, 1903, 1905, and 1909 brought the acreage to about 3,596.

From 1938 to 1943 the acreage was quadrupled by the purchase of 10,215 acres to allow for the expansion of the Academy demanded by the war. A final purchase of 1,286 in 1945 made up the present total.

Of this total, 2,546 acres are the Post proper; they comprise the area lying south of Storm King Mountain between the old Storm King Highway and the Hudson River. Access to the Post proper is by three gates: the Thayer Gate (South Gate), from Highland Falls; the Lee Gate (North Gate), from the old Storm King Highway (Route N Y 218); and the Washington Gate (West Gate), from the new Storm King Highway (Route U S 9W).

The expansion since 1938 has been toward the west almost as far as Central Valley and toward the south almost as far as Route U S 6. Route N Y 293 runs from southwest to northeast on about the midline of the entire reservation.

Academic Buildings. *See* East Academic Building, West Academic Building.

Administration Building (1909). Designed by Cram, Goodhue, and Ferguson in Gothic style. It is located on Thayer Road and contains the offices of the Superintendent, the Dean, the Academic Board, the General Staff, and the Registrar. The Post Office and the Telegraph Office are on the ground floor. The Museum and the USMA Press occupy portions of the building.

Barracks. *See* Central Barracks, New North Barracks, North Barracks, South Barracks.

Baseball Field. *See* Doubleday Field.

Battle Monument (1897). Designed by Stanford White, executed by Frederick MacMonnies. Located at Trophy Point at the northern limit of the Plain, and a little to the west of the Washington Monument. It is dedicated to the memory of the soldiers and officers of the Regular Army killed in action in the Civil War.

Cadet Chapel (1910). Designed by Cram, Goodhue, and Ferguson in Gothic style. Located west of, and 300 feet above, the cadet barracks, it dominates the Post proper. The stained glass window over the altar has twenty-seven panels, each depicting a militant Biblical character. The window at the entrance pictures the Revelation of St. John the

Divine; it shows also the designs of the Medal of Honor and the Distinguished Service Cross. The windows in the nave are gifts of the several classes; the flags hanging in the nave were used in the War of 1812, the Mexican, Civil, and Spanish-American Wars. The Chapel Organ is the largest church organ in the Western Hemisphere, and contains over 14,000 pipes. The seating capacity is fifteen hundred.

CAMP BUCKNER (1945). The summer training camp for third classmen, located on the reservation 5 miles southwest of the Post proper, and known formerly as Camp Popolopen. It was renamed in honor of Lieutenant General Simon Bolivar Buckner, USMA 1908, killed at Okinawa in 1945.

CATHOLIC CHAPEL. *See* Chapel of the Most Holy Trinity.

CEMETERY (1816). Located at Washington and Ruger Roads. Among others, it contains the graves of Margaret Corbin, Revolutionary War heroine, and of Generals Scott, Custer, and Goethals.

CENTRAL BARRACKS (1854, 1882, 1921). The designers of the 1854 and 1882 sections are not known, although it is likely that Major Richard Delafield had much to do with the design of the 1854 section and a Board of Engineers with the 1882 section. Captain A. B. Proctor, Quartermaster Corps, designed the 1921 section. All are in Tudor style. The three sections form three sides of a rectangle of which the West Academic Building, located at Thayer and Jefferson Roads, forms the fourth side. The headquarters of the Commandant of Cadets is in a wing at the eastern end of the south section.

CHAPEL. *See* Cadet Chapel, Chapel of the Most Holy Trinity, Old Cadet Chapel, Post Chapel.

CHAPEL OF THE MOST HOLY TRINITY (1900). Designed by Heins and La Forge in Gothic style. Located at Mills and Washington Roads, on a sharp rise of ground, this Roman Catholic chapel is a copy of the St. Ethelreda Carthusian abbey parish church in county Essex, England. The seating capacity is four hundred.

CLINTON FIELD. Located immediately north of Doubleday Field and west of Fort Clinton. The name of the field derives from the Fort, that was called Clinton after the Revolutionary War general. The Fort had originally been called Fort Arnold; after Arnold's treason the name was changed. Clinton Field was the site of the cadets' summer encampment from 1819 to 1942. It is used now for soccer, football, etc.

CONSTITUTION ISLAND. Donated to West Point in 1909 by Mrs. Russell Sage and Miss Anna B. Warner. About 280 acres, it is located opposite the north area of the Post proper. One end of the Great Chain, stretched across the Hudson to obstruct British navigation of the river during the Revolutionary War, was anchored in Martelaer's Rock, at the western point of the island.

CULLUM MEMORIAL HALL (1899). Designed by McKim, Mead, and White in Greco-Roman style. Located on the east side of Cullum Road, across from Doubleday Field, and named after Major General George W. Cullum, USMA 1833, Superintendent, 1864–1866, who gave it to house trophies of war and "statues, busts, mural tablets and portraits of distinguished deceased officers and graduates of the Military Academy."

DELAFIELD POND (1937). The outdoor swimming pool, located on Delafield Road. Named after Major General Richard Delafield, USMA 1818, Superintendent, 1838–1845 and 1856–1861.

DOUBLEDAY FIELD (1939). Baseball field, located between Thayer and Cullum Roads, east of the Parade. Named in honor of Major General Abner Doubleday, USMA 1842, who is said to have laid out the first modern baseball diamond at Cooperstown, N. Y., in 1839.

EAST ACADEMIC BUILDING (1913, 1938). The original building, 1913, was designed by Cram, Goodhue, and Ferguson; the east wing, 1938, by Paul Philippe Cret. Both are in Gothic style. Located between Thayer and Cullum Roads, north of the Administration Building. In addition to classrooms and laboratories it contains the offices of the Departments of Electricity, Foreign Languages, Mechanics, Military Art and Engineering, and Physics and Chemistry.

FIELD HOUSE (1939). Designed by Paul Philippe Cret. Located on Tower Road southwest of the West Shore Railroad. Used for indoor athletics and graduation ceremonies.

FIELDS. *See* Clinton Field, Doubleday Field, Howze Field, Michie Stadium.

FLIRTATION WALK. A foot trail extending three-quarters of a mile along the river from Cullum Road to Battle Monument and open only to cadets and their guests. It is probable that the earlier Chain Battery Walk is now included in Flirtation Walk.

FOOTBALL FIELD. *See* Michie Stadium.

FORT CLINTON (1778). Designed and begun by Lieutenant Colonel Louis de la Radière and completed by Colonel Thaddeus Kosciuszko. Located at Cullum Road and Clinton Place. Originally called Fort Arnold, but after Arnold's treason in 1780 renamed Fort Clinton, after General George Clinton.

FORT PUTNAM (1778; partly restored, 1907–10). Designed by Colonel Thaddeus Kosciuszko and built by troops of General Rufus Putnam. It is located on Mount Independence, 451 feet above tidewater, and is reached by foot trail from Mills Road.

FRENCH CADET MONUMENT (1919). Presented by the cadets of L'Ecole Polytechnique. Located on The Parade directly opposite Central Barracks.

GRANT HALL (1931). A wing of South Barracks on Thayer Road directly across from the Administration Building. It is the cadet reception hall and contains the office of the cadet hostess.

GREAT CHAIN. The chain stretched across the Hudson from just north of Gee's Point to Martelaer's Rock on Constitution Island to obstruct navigation of the river by the British during the Revolutionary War. It was fastened in place on 11 April 1781. A number of the links are at Trophy Point.

GYMNASIUM (1910, 1933, 1937, 1947). The East Gymnasium (1910) was designed by Cram, Goodhue, and Ferguson; the North Gymnasium (1933) by the Quartermaster Corps; the West Gymnasium (1937) by Paul Philippe Cret; and the Central Gymnasium (1947) by Delano and Aldrich. All are in Gothic style. The gymnasium buildings are west of the Superintendent's quarters and north of New North Barracks.

HEADQUARTERS BUILDING. *See* Administration Building.

HOSPITAL (1884, 1923, 1944). Architect for older portions unknown. Extensive additions and alterations were done in 1923, William Gehron, architect; and in 1944, York and Sawyer, architects. Located on the west side of Thayer Road, south of Grant Hall.

HOTEL. *See* U. S. Hotel Thayer.

HOWZE FIELD. Located directly south of Michie Stadium, and bounded by Mills Road on the east, by Howze Place on the south, and by Delafield Road on the west. A large recreation field, it is named in honor of Major General Robert Lee Howze, USMA 1888, commandant of cadets, 1905–1909.

KOSCIUSZKO MONUMENT (1828). Designed by John H. Latrobe, USMA 1822. Located to the north of Fort Clinton. Given by the Corps of Cadets in honor of Colonel Thaddeus Kosciuszko, who helped plan the fortifications at West Point during the Revolutionary War.

LIBRARY (1841, 1900). Designed by Major Richard Delafield in Tudor style. Located at Jefferson and Cullum Roads, it was intended originally to house Post Headquarters, the Department of Natural and Experimental Philosophy, and the Astronomical Observatory. The central tower was surmounted by a traveling dome, resting on six 24-pound cannon balls that turned in cast-iron grooves. About 1900 the building was remodeled to adapt it to library purposes only.

MICHIE STADIUM (1924). The football stadium, between Delafield and Mills Roads, west of the reservoir. Named for First Lieutenant Dennis Mahan Michie, USMA 1892, captain of the first West Point football team, killed in action at San Juan, Cuba, in 1898. The seating capacity is about 28,000.

MONUMENTS. *See* Battle Monument, French Cadet Monument, Kosciuszko Monument, Patton Monument, Sedgwick Monument, Thayer Monument, Washington Monument.

MUSEUM. Located on the second and third floors in the northwest corner of the Administration Building. The collections date from 1777 and represent every war in which the United States has fought.

NEW NORTH BARRACKS (1939). Designed by Paul Philippe Cret in Gothic style. Located south of the gymnasium and west of North Barracks. Sometimes called West Barracks.

NORTH BARRACKS (1908). Designed by Cram, Goodhue, and Ferguson in Gothic style. Located at Jefferson Road and Scott Place. The chaplain's office is on the ground floor in the southeast corner.

OBSERVATORY (1883). Architect unknown. Located on Observatory Hill, between Steward Road and Schofield Place. It is no longer used.

OFFICERS' CLUB. *See* West Point Army Mess.

OLD CADET CHAPEL (1837). Architect unknown. Designed in Greco-Roman style. It was located originally where the East Academic Building now stands; in 1911 it was moved to its present site at the entrance to the cemetery. The American artist, Robert W. Weir, professor of Drawing at the Academy from 1834 to 1876, painted the mural, entitled "War and Peace," that hangs on the wall behind the altar. The chapel is used now for mortuary services and for Jewish religious services. The seating capacity is about 500.

ORDNANCE LABORATORY (1939). Designed by Paul Philippe Cret in Gothic style. Located on Howard Road.

PATTON MONUMENT (1950). Dedicated to the memory of General George Smith Patton, Jr., USMA 1909, and presented by the officers and men of the units he commanded. Located across Jefferson Road from the library.

THE PARADE. The drill and parade field, bounded by Jefferson Road on the south and west, by Thayer Road on the east, and by Washington Road on the north.

THE PLAIN. That portion of the grounds embracing The Parade, Clinton Field, and Doubleday Field.

POPOLOPEN. *See* Camp Buckner.

POST CHAPEL (1944). Constructed from a standard design used during World War II for chapels erected on military reservations. Located between Merritt Road and Biddle Loop. The seating capacity is 450.

POWER HOUSE (1909, 1945, 1947). The original building was designed by Cram, Goodhue, and Ferguson in Gothic style; the alterations of 1945 and 1947 were done by the Quartermaster Corps. Located just south of the Riding Hall on Cullum Road.

RIDING HALL (1911). Designed by Cram, Goodhue, and Ferguson in Gothic style. Located on Cullum Road, east of the Administration Building and the East Academic Building. Current plans call for its conversion to an academic building.

Old Cadet Chapel

SEDGWICK MONUMENT (1868). Dedicated to the memory of Major General John Sedgwick, USMA 1837, killed at Spotsylvania, 1864. The monument is made of cannon captured by his corps. Located at the northwest corner of The Parade.

SMITH RINK (1931). The indoor ice-skating rink, located on the east side of Mills Road south of the reservoir. It is named after Major General William R. Smith, USMA 1892, Superintendent, 1928–1932.

SOUTH BARRACKS (1931). Designed by William Gehron in Gothic style. Located at the southwest corner of Thayer and Brewerton Roads.

STADIUM. *See* Michie Stadium.

STILWELL DAM AND STILWELL LAKE (1949). Located on the reservation about four miles southwest of the Post proper. Named in honor of General Joseph Warren Stilwell, USMA 1904, Commanding General U. S. Forces China-Burma-India 1942–1944, and Commanding General U. S. Tenth Army 1945.

SUPERINTENDENT'S QUARTERS (1820). Architect unknown. Designed in colonial style, and located on Jefferson Road. Colonel Sylvanus Thayer was the first Superintendent to live there. Directly to the north are the Commandant's Quarters at the southwest corner of Parke and Washington Roads; across Parke Road at the northwest corner of the same intersection are the Dean's Quarters.

THAYER MONUMENT (1883). Dedicated to Colonel Sylvanus Thayer, the "Father of the Military Academy." Located on The Parade directly across from the entrance to Washington Hall.

TROPHY POINT. A small plot of ground located north of The Parade where are grouped many trophies captured in war by American forces. Several links of the Great Chain are there.

UNITED STATES HOTEL THAYER (1926, 1948). Architect unknown. Located on the east side of Thayer Road, just inside the Thayer Gate. It is owned by the Government and is designed in Tudor style. Including the addition completed in 1948, there are accommodations for five hundred guests.

UTILITIES BUILDING (1935). Designed by the Quartermaster Corps in Tudor style. Located at Ruger and Tower Roads. It contains the Post Exchange and the Commissary; and the offices of the Post Engineer, the Post Quartermaster, and the Post Transportation Officer.

WASHINGTON HALL (1929). Designed by William Gehron in Gothic style. Located on Jefferson Road between Central Barracks and North Barracks. It is the Cadet Dining Hall, and has a seating capacity of twenty-five hundred. The offices and drafting rooms of the Department of Military Topography and Graphics are on the fifth floor.

WASHINGTON MONUMENT (1916). Located in the circle at the corner of Cullum and Thayer Roads. It is a replica of the Washington Monument in Union Square, New York City.

WEST ACADEMIC BUILDING (1895). Designed by Richard M. Hunt in Gothic style. Located on Thayer Road across from the East Academic Building. In addition to classrooms it contains the offices of the Departments of English, Law, Mathematics, Ordnance, and Social Sciences.

WEST BARRACKS. *See* New North Barracks.

WEST POINT ARMY MESS (1903). The official name of the Officers' Club. Designed by McKim, Mead, and White in Classic style. Located on Cullum Road, south of Cullum Hall.

PRIZES AND DISTINCTIONS

Distinguished Cadets

In June of every year those cadets on the general merit roll of each class and on the graduating merit roll whose records show they have met the requirements set by the Academic Board are classed as "Distinguished." When the list has been determined, the Superintendent sends it to the Department of the Army for publication in the Army Register.

Distinguished cadets wear a five-pointed star, three quarters of an inch in diameter, on each side of the collar of the dress coat and the full dress coat. The star is worn for one year by cadets who were distinguished in the work of the Second, Third, or Fourth Class year.

GENERAL

The Francis Vinton Greene Memorial Prize

A saber, given annually by Mrs. Francis Vinton Greene in memory of the late Major General Francis Vinton Greene, USMA 1870, to the cadet standing number one in the general order of merit at graduation. First presented in 1929. *Awarded in 1951 to Gordon E. Danforth.*

The Military Order of the World War Prize

An annual prize of the value of $50 presented to the graduating cadet who has made the greatest improvement during his course. First presented in 1942. *Awarded in 1951 to Walter H. Johnson.*

MILITARY

The Charles G. Dawes Prize

A sword, called the Pershing Sword, given by Brigadier General Charles G. Dawes and awarded annually to the First Captain, to commemorate General Pershing's being First Captain of the Corps of Cadets in 1886. First presented in 1929. *Awarded in 1951 to William J. Ryan.*

The Association of Graduates Awards

These awards, given annually since 1942 by the Association of Graduates, consist of a fifty dollar series E bond presented to the cadet in the Second Class outstanding in military efficiency and leadership, of a twenty-five dollar series E bond to the cadet in the Third Class outstanding in military efficiency and leadership, and a twenty-five dollar series E bond to the cadet of the Fourth Class outstanding in military efficiency and leadership. *Awarded in 1951 to Edgar A. Gilbert, III, Henry E. Clements, and Philip L. Brewster.*

THE ARMY AND NAVY UNION PRIZE IN TACTICS

An annual prize of the value of $100 given by the Army and Navy Union to the cadet with the highest rating in tactics. First presented in 1948. *Awarded in 1951 to Harold D. Shultz.*

MILITARY EFFICIENCY PRIZE

Each year the name of the cadet who has the highest rating in military efficiency is inscribed on a cup presented to the Academy in 1910 by the Sons of the Revolution in the State of New York. *Awarded in 1951 to William J. Ryan.*

ACADEMIC

THE AMERICAN LEGION PRIZE IN CHEMISTRY

A set of scientific books with a value of $100, or a life membership in the National Geographic Society, given annually by the National Organization of the American Legion to the graduating cadet who has the highest standing in chemistry. First presented in 1935. *Awarded in 1951 to William L. Lemnitzer.*

INTERCOLLEGIATE DEBATING PRIZES

Two wrist watches, given annually by the Consul General of Switzerland in the United States, for excellence in intercollegiate debating. First presented in 1947. *Awarded in 1951 to David E. Rogers and Aaron Sherman.*

ECONOMICS AND INTERNATIONAL RELATIONS PRIZE, ESTABLISHED BY THE NATIONAL COMMANDERY, MILITARY ORDER OF FOREIGN WARS

A prize of the value of $50 given annually by the National Commandery, Military Order of Foreign Wars, to the cadet standing highest in economics and international relations. First presented in 1929. *Awarded in 1951 to Andrew C. Remson, Jr.*

THE ARMED FORCES COMMUNICATIONS ASSOCIATION PRIZE IN ELECTRICITY

A prize of the value of $100 given annually to the graduating cadet who has achieved the highest standing in electricity. First presented in 1948. *Awarded in 1951 to William L. Lemnitzer.*

PRIZE IN ENGLISH, ESTABLISHED BY THE NATIONAL SOCIETY, COLONIAL DAUGHTERS OF THE SEVENTEENTH CENTURY

A set of books of the value of $50 given annually to the graduating cadet who has the highest standing in English for the entire course. First presented in 1934. *Awarded in 1951 to Andrew C. Remson, Jr.*

THE STEUBEN SOCIETY OF AMERICA PRIZE IN FOREIGN LANGUAGES

A prize presented annually of the value of $100 to the graduating cadet who has stood highest in the work in foreign languages. First presented in 1936. *Awarded in 1951 to Joseph V. Fleming.*

AMERICAN BAR ASSOCIATION PRIZE IN LAW

A set of books of the value of $25 given annually to the cadet with the highest standing in law. First presented in 1941. *Awarded in 1951 to Eben N. Handy, Jr.*

PRIZE IN MATHEMATICS, ESTABLISHED BY THE UNITED DAUGHTERS OF THE CONFEDERACY

A prize of the value of $100 given annually to the graduating cadet with the highest standing in mathematics for the entire course. First presented in 1931. *Awarded in 1951 to William K. Stockdale.*

PRIZE IN MECHANICS, ESTABLISHED BY THE NATIONAL SOCIETY, DAUGHTERS OF THE AMERICAN REVOLUTION

A prize of the value of $100 awarded annually to the graduating cadet with the highest standing in mechanics. First presented in 1930. *Awarded in 1951 to Eben N. Handy, Jr.*

THE WILLIAM A. MITCHELL PRIZE IN MILITARY ART AND ENGINEERING

A set of books of the value of $100 awarded annually by Mrs. William A. Mitchell in memory of her husband, Brigadier General William A. Mitchell, USMA 1902, to the cadet standing highest in military engineering and the history of military art. First presented in 1942. *Awarded in 1951 to Eben N. Handy, Jr.*

PRIZE IN MILITARY HYGIENE, ESTABLISHED BY THE NATIONAL SOCIETY, DAUGHTERS OF FOUNDERS AND PATRIOTS OF AMERICA

A prize of the value of $50 awarded to the graduating cadet with the highest standing in military hygiene. First presented in 1942. *Awarded in 1951 to Myles S. Grant.*

THE EISENHOWER AWARD IN MILITARY PSYCHOLOGY AND LEADERSHIP

A silver tray awarded annually to the graduating cadet with the highest standing in Military Psychology and Leadership. First presented in 1951. *Awarded in 1951 to Richard L. Harris.*

PRIZE IN MILITARY TOPOGRAPHY AND GRAPHICS, ESTABLISHED BY THE WOMEN'S RELIEF CORPS, AUXILIARY TO THE GRAND ARMY OF THE REPUBLIC

A prize of the value of $100 awarded annually to the graduating cadet with the highest standing in military topography and graphics. First presented in 1932. *Awarded in 1951 to Gordon E. Danforth.*

PRIZE IN ORDNANCE, ESTABLISHED BY THE LADIES' AUXILIARY TO THE VETERANS OF FOREIGN WARS OF THE UNITED STATES

A prize of the value of $100 awarded annually to the cadet with the highest standing in ordnance. First presented in 1939. *Awarded in 1951 to Eben N. Handy, Jr.*

PRIZE IN PHYSICS, ESTABLISHED BY THE VETERANS OF FOREIGN WARS OF THE UNITED STATES

A prize of the value of $100 awarded annually to the graduating cadet with the highest standing in physics. First presented in 1937. *Awarded in 1951 to William L. Lemnitzer.*

ATHLETIC

THE ARMY ATHLETIC ASSOCIATION TROPHY

A silver service plate bearing the Academy seal embossed at four places on the border. Awarded annually to the cadet of the First Class who has rendered the most valuable service to athletics during his career as a cadet. First presented in 1904. *Awarded in 1951 to Harold D. Shultz.*

THE BANKERS ASSOCIATION OF NEW YORK TROPHY

A silver cup awarded annually to the cadet company ranking first in intramural athletics during the year. It is kept by the winning company for 1 year. First presented in 1924. *Awarded in 1951 to Company F–1.*

THE FRANCES DOROTHY BEEBE TROPHY IN FOILS

A silver plate bearing the Academy seal embossed at four places on the border. Purchased with the interest from a bequest of $2,000 under the will of Frances Dorothy Beebe and awarded to the cadet showing the highest excellence in foils. First awarded in 1944. *Awarded in 1951 to John G. Hill.*

THE GEORGE ALEXANDER CAMPBELL II MEMORIAL TROPHY

Established in 1949 by the Class of 1951 in memory of their classmate, Cadet Campbell, who died during yearling summer camp. The trophy is a silver cup awarded annually to the company winning the brigade championship in intramural basketball. *Awarded in 1951 to Company B–1.*

THE EDGERTON FOOTBALL TROPHY

This trophy, a silver plate bearing the Academy seal embossed at four places on the border, is awarded annually to the outgoing football captain. It is purchased under the terms of a legacy presented by Mrs. Wright Prescott Edgerton in memory of her husband, Colonel Wright

Prescott Edgerton, USMA 1874. First awarded in 1909. *Awarded in 1951 to John D. Foldberg.*

THE WILLIAM P. FICKES MEMORIAL LACROSSE TROPHY

This trophy, purchased with the interest from a fund of $1,000 given by Mr. and Mrs. Walter M. Fickes in memory of their son, William P. Fickes, USMA 1936, is awarded annually to the outgoing lacrosse captain. The trophy is a silver plate bearing the Academy seal embossed at four places on the border. First presented in 1938. *Awarded in 1951 to Edward C. Meyer.*

THE PIERCE CURRIER FOSTER MEMORIALS

These memorials, established in 1902 under the terms of the will of Mrs. Anna A. Foster, are in memory of her son, Pierce Currier Foster, USMA 1899. They consist of two silver plates each bearing the Academy seal embossed at four places on the border, and are awarded annually to the cadets standing first and second in gymnastics. *Awarded in 1951 to Jack C. Kleberg and Robert J. Wheeler.*

THE HUGHES FOOTBALL AWARD

Established in 1939 by Colonel Thruston Hughes, USMA 1909. It is a silver plate with the Academy seal embossed at four places on the border and is purchased with the interest from a fund of $2,000. Awarded annually to the most valuable player on the Army football team. *Awarded in 1951 to Charles N. Shira.*

INTRAMURAL ATHLETIC AWARDS

Plaques are awarded annually to the companies winning the brigade championship in each intramural sport; smaller plaques are awarded to the brigade runners-up. Winners of brigade individual sports contests such as tennis, golf, and cross country are awarded silver medallions; runners-up receive bronze medallions.

THE DAVID MARCUS MEMORIAL TROPHY

Established in 1949 by the Colonel David Marcus Memorial Foundation, Inc., in memory of Colonel David Marcus, USMA 1924, for the outstanding boxer of the graduating class. The trophy is a silver plate with the Academy seal embossed at four places on the border, purchased with the interest from a fund of $2,000. *Awarded in 1951 to Kenneth G. Herring.*

THE JARED WILLIAM MORROW MEMORIAL TROPHY

Established in 1951 by Captain Gerald D. Hall, USMA 1944, in memory of Lieutenant Jared William Morrow, USMA 1945, who died in battle in Korea in 1950. The trophy is a silver cup awarded annually to the company winning the brigade championship in intramural track. It will be first awarded in 1952.

The General Palmer E. Pierce Football Trophy

This trophy, a silver cup originally awarded to General Palmer E. Pierce, USMA 1891, by the National Collegiate Athletic Association in recognition of his services to the Association, was bequeathed by him to the Army Athletic Association to be awarded annually to the Intramural Champion Football Team. First presented in 1943. *Awarded in 1951 to Company C–1.*

The Sands Fencing Trophy

Established in 1937 by Lieutenant Thomas J. Sands, USMA 1929, and awarded annually to the outstanding cadet fencer. It consists of a silver cup, kept at the Academy, on which the cadet's name is inscribed; and of an engraved foil, duelling sword, or saber, presented to the cadet. *Awarded in 1951 to John G. Hill.*

The Eber Simpson Memorial Trophy

This trophy is a silver plate with the Academy seal embossed at four places on the border, purchased with the interest from a fund of $2,000 presented by Mr. George Simpson in memory of his son, Captain Eber Simpson, USMA 1943. It is awarded annually to the outgoing basketball captain and was first presented in 1949. *Awarded in 1951 to Edward L. Tixier.*

The Arthur H. Truxes Memorial Trophy

Established in 1951 by Captain Gerald D. Hall, USMA 1944, in memory of Captain Arthur H. Truxes, Jr., USMA 1945, who died in battle in Korea in 1950. The trophy is a silver cup awarded annually to the company winning the brigade championship in intramural cross country. It will be first awarded in 1952.

The Class of 1923 Memorial Trophy

Established in 1949, this trophy is purchased with the interest from a fund of $2,000 contributed by the class of 1923. It is a silver plate with the Academy seal embossed at four places on the border and is awarded annually for excellence in swimming. *Awarded in 1951 to John H. Craigie.*

THE RHODES SCHOLARSHIPS

Cadets of the Military Academy first entered the Rhodes scholarships competition in 1923, and with the exception of the war years they have since competed annually. From 1923 to 1951 twenty-four scholarships were awarded to Academy men. Five former cadets are now at Oxford.

West Point graduates study at Oxford as Army or Air Force officers on active duty.

Elections for Rhodes scholarships are held every year. Scholars-elect enter the University of Oxford in October of the year following their election. The scholarships are for a minimum period of two years' study; a third year may be awarded if the Rhodes scholar presents a plan of study acceptable to the Academy and to the Rhodes trustees.

Appointments are made by the District Committees, subject to the final approval of the Rhodes trustees. A Committee of Selection in each State recommends two candidates every year to the District Committee. Candidates may apply either in the State in which they live or in the State in which they have received at least 2 years of their college education.

Cadets must make a written request of the Academic Board at the end of the Second Class year for permission to compete. If permission is granted, their completed applications must be in the hands of the Committee of Selection for the State in which they are applying by 1 November. For further information consult the Department of Social Sciences.

Basis of Selection

The Rhodes Scholarships Application blank says in part—

The basis of selection by the Committee is that section of the Will of Mr. Rhodes in which he mentioned the four groups of qualities which he desired in his scholars, the first two of which he considered the most important: (1) Literary and scholastic ability and attainments; (2) qualities of manhood, truth, courage, devotion to duty, sympathy for and protection of the weak, kindliness, unselfishness, and fellowship; (3) exhibition during school days of moral force of character and of instincts to lead and to take an interest in his schoolmates; (4) fondness for and success in manly outdoor sports such as cricket, football, and the like.

The selection is not made, however, on any system of averaging up a man's qualifications under all these heads. Committees are interested instead in men who show promise of outstanding achievement in later life in their particular callings. For this, distinction of intellect and character are the most important requirements.

BOARD OF VISITORS

The custom of a Board of Visitors for West Point goes back almost to the year of its founding. On 1 July 1815, "A Regulation for the Government of the Military Academy," approved by Secretary of War William H. Crawford, provided for the appointment of a Board to consist of five "competent gentlemen," with the Superintendent as President, who should attend at each of the annual and semiannual examinations at West Point and report thereon to the Secretary.

The Boards are appointed at present under the provisions of an act of Congress approved 29 June 1948. This act specifies that a Board of Visitors shall visit the Military Academy in April of each year and inquire into the state of morale and discipline, curriculum, instruction, physical equipment, fiscal affairs, academic methods, and other matters relating to West Point which the Board may decide to consider, and submit a written report to the President of the United States giving its views and recommendations pertaining to the United States Military Academy. The personnel of the Board shall be as follows:

a. The Chairman of the Committee on Armed Services of the Senate;

b. Three other Members of the Senate to be appointed by the Vice President, two of whom shall be members of the Committee on Appropriations of the Senate;

c. The Chairman of the Committee on Armed Services of the House of Representatives;

d. Four other Members of the House of Representatives to be appointed by the Speaker of the House of Representatives, two of whom shall be members of the Committee on Appropriations of the House of Representatives;

e. Six persons to be appointed by the President.

BOARD OF VISITORS 1952

BY THE PRESIDENT

Dr. Walter W. Parker, President, Southeast Missouri State College, Cape Girardeau, Mo.
Mr. William C. Safford, Vice President, Western & Southern Life Insurance Co., Cincinnati, Ohio.
Lt. Gen. Troy Middleton, President, Louisiana State University, Baton Rouge, La.
Mr. John I. Snyder, President, Pressed Steel Car Co., 230 Park Avenue, New York, N. Y.
Reverend John A. Flynn, President, St. John's University, Brooklyn, N. Y.
Colonel Francis Pickens Miller, Charlottesville, Va.

BY THE PRESIDENT OF THE SENATE

Senator Richard B. Russell, Georgia.
Senator J. Allen Frear, Jr., Delaware.
Senator Dennis Chavez, New Mexico.
Senator Zales N. Ecton, Montana.

BY THE SPEAKER OF THE HOUSE OF REPRESENTATIVES

Representative Carl Vinson, Georgia.
Representative Edward de Graffenreid, Alabama.
Representative Edward T. Miller, Maryland.
Representative Alfred D. Sieminski, New Jersey.
Representative Richard B. Wigglesworth, Massachusetts.
Representative J. Gary Clemente, New York, designee of Representative Vinson.

The Hudson—North from Trophy Point

SUPERINTENDENTS OF THE UNITED STATES MILITARY ACADEMY

1. Jonathan Williams
   Maj., Corps of Engineers . . . . 15 Apr. 1802 to 20 June 1803
2. Jonathan Williams [1]
   Lt. Col., Corps of Engineers . . . 19 Apr. 1805 to 31 July 1812
3. Joseph G. Swift
   Col., Corps of Engineers. . . . . 31 July 1812 to 24 Mar. 1814
4. Alden Partridge
   Capt., Corps of Engineers . . . . 3 Jan. 1815 to 28 July 1817
5. Sylvanus Thayer
   Capt., Corps of Engineers . . . . 28 July 1817 to 1 July 1833
6. Rene E. DeRussy
   Maj., Corps of Engineers . . . . 1 July 1833 to 1 Sept. 1838
7. Richard Delafield
   Maj., Corps of Engineers . . . . 1 Sept. 1838 to 15 Aug. 1845
8. Henry Brewerton
   Capt., Corps of Engineers . . . . 15 Aug. 1845 to 1 Sept. 1852
9. Robert E. Lee
   Capt., Corps of Engineers . . . . 1 Sept. 1852 to 31 Mar. 1855
10. John G. Barnard
    Capt., Corps of Engineers . . . . 31 Mar. 1855 to 8 Sept. 1856
11. Richard Delafield
    Maj., Corps of Engineers . . . . 8 Sept. 1856 to 23 Jan. 1861
12. Peter G. T. Beauregard [2]
    Capt., Corps of Engineers . . . . 23 Jan. 1861 to 28 Jan. 1861
13. Richard Delafield [2]
    Maj., Corps of Engineers . . . . 28 Jan. 1861 to 1 Mar. 1861
14. Alexander H. Bowman
    Maj., Corps of Engineers . . . . 1 Mar. 1861 to 8 July 1864
15. Zealous B. Tower
    Maj., Corps of Engineers . . . . 8 July 1864 to 8 Sept. 1864

Note.—The Superintendents of the Military Academy were selected from the Corps of Engineers until the passage of the law of 13 July 1866, which opened the Superintendency to the entire army. By the Act of 12 June 1856, the local rank of Colonel was conferred upon the Superintendent.

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[1] Major Williams resigned 20 June 1803, on a point of command, and pending its settlement on 19 April 1805, when he again returned to service as Chief Engineer, no permanent Superintendent of the Military Academy was appointed, the command devolving upon the senior officer of the Corps of Engineers present for duty.

[2] Captain P. G. T. Beauregard, Corps of Engineers, by order of John B. Floyd, Secretary of War, relieved Major Delafield, 23 January 1861, from the Superintendency of the Military Academy, but was himself displaced 5 days later 28 January 1861, by direction of the succeeding Secretary of War Joseph Holt, the command again devolving upon Major Delafield.

16. George W. Cullum
Lt. Col., Corps of Engineers . . . 8 Sept. 1864 to 28 Aug. 1866
17. Thomas G. Pitcher
Col., 44th Infantry . . . . 28 Aug. 1866 to 1 Sept. 1871
18. Thomas H. Ruger
Col., 18th Infantry . . . . 1 Sept. 1871 to 1 Sept. 1876
19. John M. Schofield
Maj. Gen., U. S. Army . . . . . 1 Sept. 1876 to 21 Jan. 1881
20. Oliver O. Howard
Brig. Gen., U. S. Army . . . . . 21 Jan. 1881 to 1 Sept. 1882
21. Wesley Merritt
Col., 5th Cavalry . . . . 1 Sept. 1882 to 1 July 1887
22. John G. Parke
Col., Corps of Engineers. . . . . 28 Aug. 1887 to 24 June 1889
23. John M. Wilson
Lt. Col., Corps of Engineers . . . 26 Aug. 1889 to 31 Mar. 1893
24. Oswald H. Ernst
Maj. Corps of Engineers. . . . . 31 Mar. 1893 to 21 Aug. 1898
25. Albert L. Mills
1st Lt., 1st Cavalry. . . . . 22 Aug. 1898 to 31 Aug. 1906
26. Hugh L. Scott
Maj., 14th Cavalry . . . . 31 Aug. 1906 to 31 Aug. 1910
27. Thomas H. Barry
Maj. Gen., U. S. Army . . . . . 31 Aug. 1910 to 31 Aug. 1912
28. Clarence P. Townsley
Col., Coast Artillery Corps . . . 31 Aug. 1912 to 30 June 1916
29. John Biddle
Col., Corps of Engineers. . . . . 1 July 1916 to 31 May 1917
30. Samuel E. Tillman
Col., U. S. Army . . . . 13 June 1917 to 11 June 1919
31. Douglas MacArthur
Brig. Gen., U. S. Army . . . . . 12 June 1919 to 30 June 1922
32. Fred W. Sladen
Brig. Gen., U. S. Army . . . . . 1 July 1922 to 23 Mar. 1926
33. Merch B. Stewart
Brig. Gen., U. S. Army . . . . . 24 Mar. 1926 to 5 Oct. 1927
34. Edwin B. Winans
Maj. Gen., U. S. Army . . . . . 23 Oct. 1927 to 25 Feb. 1928
35. William R. Smith
Maj. Gen., U. S. Army . . . . . 26 Feb. 1928 to 30 Apr. 1932
36. William D. Connor
Maj. Gen., U. S. Army . . . . . 1 May 1932 to 17 Jan. 1938
37. Jay L. Benedict
Brig. Gen., U. S. Army . . . . . 5 Feb. 1938 to 17 Nov. 1940
38. Robert L. Eichelberger
Brig. Gen., U. S. Army . . . . . 18 Nov. 1940 to 12 Jan. 1942

39. Francis B. Wilby
Maj. Gen., U. S. Army . . . . . 13 Jan. 1942 to 4 Sept. 1945
40. Maxwell D. Taylor
Maj. Gen., U. S. Army . . . . . 5 Sept. 1945 to 28 Jan. 1949
41. Bryant E. Moore
Maj. Gen., U. S. Army . . . . . 28 Jan. 1949 to 17 Jan. 1951
42. Frederick A. Irving
Maj. Gen., U. S. Army . . . . . 1 Feb. 1951 to ________

STAFF AND FACULTY

The entries have name, rank, branch of service, academic degrees, and graduation from postgraduate schools of military art and science. This last is shown by abbreviations of the names of these schools in capital italic letters.

Schools of military art and science are of three postgraduate levels. Where graduation is shown from a school or schools of the third, or highest, level it indicates that the requirements of the schools in the first and second levels have also been met; where from a school or schools of the second level that the requirements of the schools in the first level have also been met.

The following list gives the names of the schools mentioned in this catalogue, beginning with the first, or lowest, level. The abbreviations are those used in the entries.

a. Special Service School level: Studies in the tactics and techniques of an arm or service:

AAAS	Antiaircraft Artillery School, Fort Bliss, Tex.
AFIS	Armed Forces Information School, Fort Slocum, N. Y.
ArS	Armored School, Fort Knox, Ky.
AS	Artillery School, Fort Sill, Okla.
ATS	Air Tactical School, Tyndall Air Force Base, Fla.
CAS	Coast Artillery School.
CS	Chemical School, Edgewood Arsenal, Md.
CVS	Cavalry School.
ES	Engineer School, Fort Belvoir, Va.
FS	Finance School, St. Louis, Mo.
IS	Infantry School, Fort Benning, Ga.
IT	U. S. Air Force Institute of Technology, Wright-Patterson Air Force Base, Dayton, Ohio.
OS	Ordnance School, Aberdeen Proving Ground, Md.
QS	Quartermaster School, Camp Lee, Va.
SS	Signal School, Fort Monmouth, N. J.
TS	Transportation School, Fort Eustis, Va.

b. Command and Staff level: Studies in command and staff work, including joint operations:

AC&S	Air Command and Staff School, Maxwell Air Force Base, Ala.
AFSC	Armed Forces Staff College, Norfolk, Va.
BSC	British Staff College, Camberley, England.
CGSC	Command and General Staff College, Fort Leavenworth, Kans.

c. War College level: Studies in the highest echelons of command and staff work:

ArWC	Air War College, Maxwell Air Force Base, Ala.

AWC	Army War College, Carlisle Barracks, Pa.
ICAF	Industrial College of the Armed Forces, Fort McNair, District of Columbia.
NvWC	Naval War College, Newport, R. I.
NWC	National War College, Fort McNair, District of Columbia.

Abbreviations

AGC	Adjutant General's Corps
ANC	Army Nurse Corps
ARMOR	Armor
ARTY	Artillery
AUS	Army of the United States
CE	Corps of Engineers
CH	Chaplain
CML C	Chemical Corps
DC	Dental Corps
FC	Finance Corps
GSC	General Staff Corps
IGD	Inspector General's Department
INF	Infantry
JAGC	Judge Advocate General's Corps
MC	Medical Corps
MPC	Military Police Corps
MSC	Medical Service Corps
ORD CORPS	Ordnance Corps
QMC	Quartermaster Corps
SIG C	Signal Corps
SPS	Special Services
SSO	Special Services Officer
TC	Transportation Corps
USA	U. S. Army
USAF	U. S. Air Force
USMC	U. S. Marine Corps
USN	U. S. Navy
VC	Veterinary Corps
WAC	Women's Army Corps
WMSC	Women's Medical Specialist Corps

General and Special Staff Abbreviations

G1	Section in charge of Personnel
G2	Section in charge of Intelligence
G3	Section in charge of Operations
G4	Section in charge of Logistics
S1	Adjutant
S2	Intelligence Officer
S3	Operations and Training Officer
S4	Supply Officer

ACADEMIC BOARD

Maj. Gen. Frederick A. Irving, usa; B. S.; *CGSC.*
Superintendent of West Point and President of the Board.

Brig. Gen. Harris Jones, usa; B. S. (USMA), B. S. (M. I. T.).
Dean of the Board.

Col. Herman Beukema, usa, B. S., D. Sc., LL. D. (2); *CGSC.*
Professor and Head of the Department of Social Sciences.
Office: 203 West Academic Building.

Col. Oscar J. Gatchell, usa; B. S., *AWC.*
Professor and Head of the Department of Mechanics.
Office: 300 East Academic Building.

Col. Gerald A. Counts, usa; B. S. (USMA), B. S. (M. I. T.).
Professor and Head of the Department of Physics and Chemistry.
Office: 129 East Academic Building.

Col. Thomas D. Stamps, usa; B. A., B. S. (USMA), B. S. (M. I. T.); *CGSC.*
Professor and Head of the Department of Military Art and Engineering.
Office: 429 East Academic Building.

Col. William W. Bessell, Jr., usa; B. S., C. E.; *CGSC.*
Professor and Head of the Department of Mathematics.
Office: 332 West Academic Building.

Col. Lawrence E. Schick, usa; B. S.; *CVS.*
Professor and Head of the Department of Military Topography and Graphics.
Office: 503 Washington Hall.

Col. Charles W. West, usa; B. S., LL. B.; *CAS.*
Professor and Head of the Department of Law.
Office: 300 West Academic Building.

Col. Charles J. Barrett, usa; B. S.; *CGSC.*
Professor and Head of the Department of Foreign Languages.
Office: 329 East Academic Building.

Col. Ralph P. Eaton, agc; B. S.; *CGSC.*
Adjutant General, USMA, and Secretary to the Board.
Office: Administration Building.

Col. John D. Billingsley, usa; B. S. (USMA), B. S. (M. I. T.)*; NWC.*
Professor and Head of the Department of Ordnance.
Office: 400 West Academic Building.

Col. Charles L. Kirkpatrick, mc; B. S., M. A., M. D.
Surgeon, and Professor and Head of the Department of Military Hygiene.
Office: Hospital, First Floor.

Col. Boyd W. Bartlett, usa; B. A., B. S., M. A., Ph. D., Sc. D.
Professor and Head of the Department of Electricity.
Office: 200 East Academic Building.

Col. George R. Stephens, usa; B. A., M. A., Ph. D.
Professor and Head of the Department of English.
Office: 420 West Academic Building.

Col. John K. Waters, armor; B. S.; *CGSC; AFSC.*
Commandant of Cadets and Head of the Department of Tactics.
Office: Cadet Headquarters, Central Barracks.

ADMINISTRATIVE STAFF

General Staff

Chief of Staff: Col. John J. Morrow, usaf; B. S.; *NWC.*
Office: Administration Building.

Assistant Chief of Staff, G 1: Col. Eugene C. Johnston, gsc; B. S.; *CGSC.*
Office: Administration Building.

Assistant Chief of Staff, G 2/G 3: Col. Perry McC. Smith, gsc; B. S.; *CGSC.*
Office: Administration Building.

Assistant Chief of Staff, G 4: Col. George L. Van Way, gsc; B. S.; *NvWC.*
Office: Administration Building.

Secretary to General Staff: Col. Ralph P. Eaton, agc; B. S.; *CGSC.*
Office: Administration Building.

Special Staff

Adjutant General of the Military Academy and of the Post; Secretary to the Academic Board: Col. Ralph P. Eaton, agc; B. S.; *CGSC.*
Office: Administration Building.

Chaplain, USMA: Frank E. Pulley, Graduate in Divinity.
Office: North Barracks, First Floor.

Acting Director, West Point Museum: Col. Lawrence E. Schick, usa; B. S.; *CVS.*
Office: Museum, Administration Building.

Finance Officer: Lt. Col. William F. Crocker, fc; *IS.*
Office: Administration Building.

Fiscal Officer: Col. Charles H. Miles, Jr., fc; B. S.
Office: Administration Building.

Inspector General: Col. H. Crampton Jones, igd; B. *S.*; *CGSC.*
Office: Administration Building.

Librarian: Lt. Col. William J. Morton, Jr.; B. S.; Certificat d'Etudes Francaises, University of Geneva, Switzerland; *AS*, *SS.*
Office: The Library.

Post Chemical and Post Ordnance Officer: Major Herbert C. Hansen, ord corps; B. S.; *CGSC.*
Office: Ordnance Laboratory.

Post Engineer: Col. Donald A. Phelan, ce; B. S.; *CGSC.*
Office: Utilities Building.

Post Exchange Officer: Lt. Col. Dayton C. Beverly, sps; *CGSC.*
Office: Utilities Building.

Post Quartermaster: Col. Travis T. Brown, qmc; B. S.; *ArWC.*
Office: Utilities Building.

Post Signal Officer: Lt. Col. Winfield L. Martin, sig c; B. S.; *CGSC.*
Office: Administration Building.

Provost Marshal: Lt. Col. Edwin N. Howell, mcp; B. S.; *CGSC.*
Office: Military Police Barracks.

Public Information Officer: Col. James B. Leer, inf; B. S.; *CGSC*, *AFSC.*
Office: North Gymnasium.

Registrar: Robert T. Timbers, B. A.
Office: Administration Building.

Secretary Treasurer, Association of Graduates: Col. John A. McComsey, arty; B. S.; *CGSC.*
Office: Cullum Hall.

Special Services Officer: Lt. Col. Paul P. Winkel, sps; B. S.; *CGSC.*
Office: North Gymnasium.

Staff Judge Advocate: Lt. Col. Edward J. Burke, jagc; B. S., LL. B.
Office: 300 West Academic Building.

Surgeon: Col. Charles L. Kirkpatrick, mc; B. S., M. A., M. D.
Office: Hospital, First Floor.

Transportation Officer: Lt. Col. Joshua R. Messersmith, tc; B. S.; *CGSC.*
Office: Utilities Building.

Treasurer: Col. Marion Carson, armor, B. S.; *CGSC.*
Office: Washington Hall, First Floor.

THE 1802d SPECIAL REGIMENT

The 1802d Special Regiment was activated in 1946 with a tripartite mission: to assist in the practical military training and instruction of the Corps of Cadets; to aid in the operation and maintenance of West Point's installations and utilities; and to garrison the Post of West Point. It has an authorized strength, including the attached United States Military Academy Band, of 40 officers, 2 warrant officers, 1,246 enlisted men, and 54 enlisted women.

The commanding officer is Col. Roy J. Herte, inf; B. S.; *IS*.

The executive officer is Col. Kelsie L. Reaves, inf; B. S.; *CGSC, AFSC*.

INSTRUCTIONAL STAFF AND FACULTY

	Reported West Point
Adair, Theodore F. G., Capt., inf; B. S., M. A. *Instructor in English*	15 Jun 49
Adams, Lawrence A., Jr., Major, usaf; B. S.; *AS* *Assistant Professor of Foreign Languages*	12 Jul 50
Alfonte, James M., Capt., arty; B. S. *Instructor in English*	15 Jul 49
Algermissen, Robert L., Capt., usaf; B. S. *Instructor in Mathematics*	17 Sep 49
Alspach, Russell K., Col., usa; B. A., M. A., Ph. D. *Professor of English*	1 Jul 47
Anderson, Wayne S., Capt., ord corps; B. S. *Instructor in Ordnance*	1 Jul 51
Andrew, Edward H., Jr., 1st Lt., arty; B. S., M. S. *Instructor in Electricity*	9 Dec 50
Andrews, Theodore H., Lt. Col., inf; B. S.; *CGSC* *Assistant Director and Instructor in Military Psychology and Leadership, Department of Tactics*	1 Feb 48
Appleton, Lloyd O., B. A., M. A., Ph. D. *Assistant to the Director of Physical Education, Department of Tactics*	1 Jul 36
Armstrong, Luther E., Capt., usaf; B. S., B. M. E., M. S. *Instructor in Mathematics*	11 Jun 50
Arnizaut De Mattos, H. F., Capt., inf; Brazilian Army; B. S. *Instructor in Foreign Languages*	31 Jan 51
Arnold, Archibald V., Capt., arty; B. S.; *AS* *Instructor in Foreign Languages*	20 Aug 50
Arnold, Robert B., Lt. Col., CE; B. S., M. S.; *CGSC* *Associate Professor of Physics and Chemistry*	22 Dec 42
Ashley, Robert P., Major, agc; B. A., M. A., Ph. D. *Instructor in English*	10 Jul 51
Baker, Alan G., Lt. Col., qmc; B. S., M. B. A.; *CGSC* *Assistant Professor of Mathematics*	7 Jul 50

	Reported West Point	
Baker, David T., Capt., arty; B. S., M. S.; *AS* *Instructor in Electricity*	24 Aug	51
Baldwin, Clarke T., Major, armor; B. S.; *CVS*, *ArS* *Instructor in Foreign Languages*	15 Aug	50
Barrett, Charles J., Col., usa; B. S., *CGSC* *Professor and Head of Department of Foreign Languages*	1 Jul	47
Bartlett, Boyd W., Col., usa; B. A., B. S., M. A., Ph. D., Sc. D *Professor and Head of Department of Electricity*	1 Jun	42
Baxter, Wyley L., Major, usaf; B. S.; *CGSC* *Instructor in Military Topography and Graphics*	7 Jun	51
Beach, John B., Capt., inf; B. S., M. S.; *IS* *Instructor in Physics and Chemistry*	28 Jun	49
Bennett, John C., Capt., inf; B. S., M. A *Assistant Professor of English*	1 Jul	49
Bessell, William W., Jr., Col., usa; B. S., C. E.; *CGSC* *Professor and Head of Department of Mathematics*	31 Jul	47
Besson, Robert, Lt. Col., inf; B. S.; *CGSC* *Instructor in Military Psychology and Leadership, Department of Tactics*	24 May	51
Betts, Curtis F., Major, usaf; B. S *Instructor in Foreign Languages*	17 Jun	48
Beukema, Herman, Col., usa; B. S., Sc. D., LL. D. (2); *CGSC* *Professor and Head of Department of Social Sciences*	24 Aug	28
Billingsley, John D., Col., usa; B. S. (USMA), B. S. (M.I.T.), M. B. A; *NWC* *Professor and Head of Department of Ordnance*	31 Aug	51
Bixby, George W., Col., ce; B. S., M. S.; *CGSC* *Assistant Professor of Mathematics*	7 Jul	50
Blackburn, Donald D., Lt. Col., inf; B. S.; *IS* *Instructor in Military Psychology and Leadership, Department of Tactics*	28 Jun	50
Blazina, Thomas D., Capt., usaf; B. S., M. S *Instructor in Mechanics*	1 Jun	51
Bowman, Josephus A., Col., usaf; B. S., M. P. A.; *AC&S* *Associate Professor and Executive Officer, Department of Social Sciences*	14 Jun	48
Boys, Richard C., Col., usaf; B. S.; *CGSC*, *BSC* *Associate Professor of Military Art and Engineering*	19 Jul	48

	Reported West Point
Braucher, Ernest P., Capt., ce; B. S., M. S.; *ES* *Instructor in Physics and Chemistry*	22 Jul 50
Breakefield, Durward E., Col., ord corps; B. S., M. B. A. *Associate Professor of Ordnance*	28 Jun 50
Brinker, W. E., Lt. Col., arty; B. S., M. B. A.; *AS* *Assistant Professor of Social Sciences*	1 Aug 50
Broshous, Charles R., Col., usa; B. S., M. S.; *ES* *Professor of Military Topography and Graphics*	1 Mar 46
Broughton, Levin B., Capt., inf; B. S., M. A. *Instructor in English*	5 Jun 50
Brown, Edwin W., Lt. Col., usaf; B. S., M. S.; *ATS* *Instructor in Physics and Chemistry*	10 Jul 47
Brownlow, John F., Jr., Lt. Col., arty; B. S., M. S.; *AS* *Instructor in Electricity*	15 Jul 50
Bruce, Robert M.; B. A., M. Ed *Instructor in Physical Education, Department of Tactics*	3 Sept 46
Brundin, Robert H., Major, usaf; B. S., M. S *Instructor in Physics and Chemistry*	6 Jul 51
Bugas, John J., Major, ce; B. S.; *CGSC* *Instructor in Military Art and Engineering*	5 Jul 51
Bullard, Robert L., III, Capt., inf; B. S.; *IS* *Instructor in Military Art and Engineering*	14 May 51
Burton, Wilfred C., Major, arty; B. S., M. A. *Assistant Professor of English*	10 Jun 45
Byrne, John D., Lt. Col. arty; B. S., M. A.; *AS* *Associate Professor of English*	24 May 49
Cabaniss, Jelks H., Jr., Capt., arty; B. S., M. S *Instructor in Mathematics*	1 Sept 49
Cage, Lee E., Major, arty; B. S.; *CGSC* *Assistant Professor of Physics and Chemistry*	24 Jun 50
Callahan, Patrick O., Capt., inf; B. S.; *IS* *Instructor in Foreign Languages*	2 Jun 50
Calyer, Peter D., Col., inf; B. S.; *IS* *Associate Professor of Mathematics*	12 Jul 46
Cannella, Albert A., Capt., inf; B. S., M. A. *Instructor in Mathematics*	27 Jun 51
Case, Scott M., Lt. Col., armor; B. S.; *CGSC* *Instructor in Military Art and Engineering*	16 Jul 51

	Reported West Poin
Charbonneau, Cecil K., Jr., Major, arty; B. S.; *AS* *Instructor in Mathematics*	1 Jul 50
Cheadle, Geoffrey, 1st Lt., usaf; B. S., M. S *Instructor in Electricity*	17 Mar 48
Clark, Robert W., Major, arty; B. S.; *AAAS, AS* *Instructor in Military Topography and Graphics*	30 Jun 50
Clark, William S., Lt. Col., inf; B. S.; M. A.; *CGSC* *Instructor in Social Sciences*	14 Jun 51
Clay, William L., Lt. Col., ord corps; B. S., M. S *Instructor in Ordnance*	1 Jul 51
Clifford, George E., 1st Lt., ord corps; B. S., M. Ed *Instructor in Ordnance*	29 Jun 51
Cobb, James B., Lt. Col., usaf; B. S *Instructor in Physical Education, Department of Tactics*	1 Jun 51
Collins, Arthur S., Jr., Col., inf; B. S.; *IS* *Commanding Officer, First Regiment, Department of Tactics*	1 Jun 48
Conarty, Roger L., Major, inf; B. S., M. S.; *IS* *Instructor in Physics and Chemistry*	15 Jul 50
Constant, Thomas M., Capt., arty; B. S.; *AAAS, AS* *Assistant Professor of Military Topography and Graphics*	30 Jun 50
Cookman, Leon A., Capt., sig c; B. S., M. S.; *SS* *Instructor in Electricity*	17 Jul 51
Coonrod, Robert W., 1st Lt., inf; B. S., M. A., Ph.D.; *IS* *Instructor in Social Sciences*	26 Jun 51
Cooper, William L., Capt., inf; B. S *Cadet Company Tactical Officer*	14 Jun 51
Corey, John B. W., Jr., Lt. Col., ce; B. S., M. S.: *CGSC* *Assistant Professor of Military Art and Engineering*	23 Jun 48
Cottrell, Bert M., Jr., Capt., usaf; B. S., M. S.; *OS* *Instructor in Physics and Chemistry*	23 Jun 50
Counts, Gerald A., Col., usa; B. S. (USMA), B. S. (M. I. T.) *Professor and Head of Department of Physics and Chemistry*	11 Aug 31
Covell, Cranston E., Major, arty; B. A., M. A.; *AAAS, IS* *Assistant to the Dean*	10 Feb 45
Crittenberger, Willis D., Jr., Lt. Col., arty; B. S.; *AS* *Cadet Company Tactical Officer*	15 Jul 49

	Reported West Point
Crooks, Thomas E., Capt., inf; B. A. *Instructor in Social Sciences*	1 Jul 51
Crowley, John D., Jr., Lt. Col., inf; B. S.; *CGSC* *Associate Professor and Executive Officer, Department of Foreign Languages*	1 Jul 49
Curcuru, Edmund H., Capt., inf; B. S *Brigade Staff, Assistant S1, Department of Tactics*	11 Jun 51
Curtis, Huntington W., Capt., sig c; B. S., M. S., Ph. D.; *SS* *Instructor in Electricity*	15 Jun 51
Daly, John H., Lt. Col., arty; B. S.; *AS* *Instructor in Military Psychology and Leadership, Department of Tactics*	15 Aug 51
Day, Robert S., Capt., cml c; B. S., M. S.; *CS* *Instructor in Physics and Chemistry*	26 May 51
Des Jarlais, Robert W., Major, arty; B. S., M. S.; *AS* *Instructor and Assistant Brigade Aptitude Officer, Military Psychology and Leadership, Department of Tactics*	11 Apr 51
Desmond, John B., Capt., arty; B. S., M. A.; *AS* *Instructor in Social Sciences*	15 Jun 50
Dickson, M. Scott. Col., ce; B. S. (USMA), B. S. (M. I. T.) *Associate Professor of Military Topography and Graphics*	15 Jul 51
Dickson, Paul, Lt. Col., arty; B. S., Ph. D.; *CGSC* *Instructor in Foreign Languages*	24 Jun 51
Donohue, Joseph P., Lt. Col., arty; B. S *Instructor in Mathematics*	27 Jun 51
Dresser, Richard L., Capt., usaf; B. S., M. S *Instructor in Physics and Chemistry*	1 Jul 50
Dunham, James W., Major, arty; B. S., M. S.; *AS* *Instructor in Physics and Chemistry*	30 Jun 50
Easley, Preston W., Capt., usaf; B. S.; *ATS* *Instructor in Military Topography and Graphics*	20 Jul 49
Edwards, Edmund B., Jr., Lt. Col., usaf; B. S.; *ATS* *Brigade Staff, Assistant S3, Department of Tactics*	13 Mar 49
Elting, John R., Major, armor; B. A., M. A.; *AFIS* *Instructor in Military Art and Engineering*	13 Jul 51
Emery, Guy, Col., inf; B. S., LL. B *Assistant Professor of Law*	1 Aug 49

	Reported West Point
English, Lowell E., Lt. Col., usmc; B. A. *Assistant Director, Military Psychology and Leadership, Department of Tactics*	1 Jul 49
Esposito, Vincent J., Col., usa; B. S. (USMA), B. S. (M. I. T.); *NWC* *Professor of Military Art and Engineering*	24 Jun 47
Faas, Robert W., Capt., usaf; B. S. *Instructor in English*	27 Jan 49
Farnell, Albert B., Major, arty; B. A., M. S., Ph. D. *Instructor in Mathematics*	28 Jun 51
Fergusson, Charles M., Major, armor; B. S., M. P. A.; *CVS, ArS* *Instructor in Social Sciences*	30 Apr 51
Fisher, Lowell B., Major, usaf; B. S. *Assistant Professor of Mechanics*	2 Feb 48
Fisher, Thomas L., 2d, Lt. Col., usaf; B. S., M. A.; *CGSC* *Assistant Professor of English*	14 Aug 50
Flanagan, Luis J., Major, inf; B. S.; *CGSC* *Brigade Staff, Assistant S4, Department of Tactics*	20 Jun 51
Focht, Joseph G., Col., usaf; B. S.; *CGSC* *Assistant Professor of Foreign Languages*	18 Jun 48
Fowler, Donald E., Capt., ce; B. S., M. S. *Instructor in Mechanics*	6 Jul 50
Fowler, Winston C., Col., usaf; B. S. (U. of Fla.), B. S. (USMA), M. S.; *AFSC* *Assistant Professor of Mechanics*	3 Jul 50
Fraser, Harvey R., Lt. Col., ce; B. S., M. S. *Associate Professor of Mechanics*	2 Jul 48
Frisbee, John L., Lt. Col., usaf; B. A., M. A.; *CGSC* *Instructor in Social Sciences*	3 Jul 50
Fuchs, William R., Major, usaf; B. S., M. S. *Instructor in Mechanics*	13 Jun 50
Gamble, Louis G., Major, usaf; B. S., M. S.; *ATS* *Instructor in Mathematics*	29 Jun 51
Garman, George A., Jr., Capt., arty; B. A., B. S., M. P. A.; *AS* *Instructor in Social Sciences*	4 Aug 48
Gatchell, Oscar J., Col., usa; B. S.; *AWC* *Professor and Head of Department of Mechanics*	1 Jul 38

	Reported West Point
Gault, Benjamin J., Major, sig c; B. A., M. A., Ph. D. *Assistant Professor of English*	11 May 46
Gee, Samuel E., Col. inf; B. S.; *IS, CS* *Director of Military Psychology and Leadership, Department of Tactics*	10 May 49
Germann, Edward H., Capt., inf; B. A., M. A. *Assistant Professor of Foreign Languages*	1 May 49
Gervais, Frederick B., Capt., usaf; B. S. *Cadet Company Tactical Officer*	1 Sep 50
Giles, James B., Jr., Capt., inf; B. S., M. S. *Instructor in Physical Education, Department of Tactics*	13 Jul 50
Gillette, Edward C., Jr., Col., usa; B. S., M. S.; *CGSC* *Professor of Physics and Chemistry*	4 Jan 46
Gorder, Charles R., Capt., armor; B. S., M. A. *Instructor in English*	5 Jun 50
Gordy, Stephen E., Major, arty; B. S.; *AS* *Instructor in Law*	16 Jun 50
Graham, Charles R., Lt. Col., ord corps; B. A., M. S.; *AC&S, CGSC* *Instructor in Mechanics*	7 Jul 50
Grant, Walter H., Lt. Col., inf; B. S.; *CGSC* *Cadet Company Tactical Officer*	13 Jul 50
Green, James W., Jr., Col., usa; B. S., M. S., Ph. D.; *CGSC* *Professor of Electricity*	4 Mar 47
Greene, Francis M., Col., inf; B. S., M. P. E., Sc. D.; *IS* *Director, Office of Physical Education, Department of Tactics*	30 Apr 42
Gruenther, Donald A., Capt., arty; B. S., M. S. *Instructor in Electricity*	1 Sept 49
Hall, Gerald D., Capt., armor; B. S.; *ArS* *Instructor in Mathematics*	20 Jun 50
Halligan, Theodore H., Capt., inf; B. S., M. A. *Instructor in English*	16 Aug 50
Hamilton, Claud S., Capt., arty; B. S.; *AS* *Instructor in Foreign Languages*	15 Aug 50
Hammond, Robert H., Capt., ce; B. S., M. S. *Instructor in Military Topography and Graphics*	30 Jun 51
Hancock, Robert M., Jr., Major, usaf; B. S., J. D. *Instructor in Law*	18 Jun 51

	Reported West Point
Hanket, Arthur P., Capt., ce; B. S., M. S. *Instructor in Military Art and Engineering*	18 Jul 51
Harmeling, Henry, Jr., Major, inf; B. S.; *IS* *Cadet Company Tactical Officer*	23 Jun 49
Harper, Wilson C., Major, inf; B. S.; *IS* *Instructor in Foreign Languages*	3 Jun 48
Harrington, Tracy B., Lt. Col., armor; B. S.; *CGSC* *Executive Officer, First Regiment, Department of Tactics*	13 Jul 50
Hayes, Leo V., Major, arty; B. S.; *AS* *Instructor in Foreign Languages*	8 May 48
Hazzard, Rutledge P., Capt., arty; B. S.; *AAAS*, *AS* *Instructor in Military Topography and Graphics*	28 Aug 50
Heard, Randolph C., 1st Lt., usaf; B. S.; *AC&S* *Instructor in Military Psychology and Leadership, Department of Tactics*	5 Jun 51
Heiberg, Elvin R., Col., usa; B. S., C. E.; *CGSC* *Professor of Mechanics*	17 Jul 49
Heinlein, Rex I., Jr., Lt. Col., ce; B. S., M. S.; *AAAS* *Associate Professor of Electricity*	16 Feb 42
Henderson, William J., Capt., usaf; B. S. *Assistant Professor of Physics and Chemistry*	13 Aug 49
Henley, Knowles H., Major, ce; B. S., M. S. E. *Instructor in Ordnance*	1 Jul 51
Hillyard, Harry L., Col., inf; B. S.; *AWC* *Assistant Commandant, Department of Tactics*	19 Jul 51
Hinman, John M., Major, arty; B. A.; *AAAS*, *AS* *Instructor in Mathematics*	1 Jul 50
Holcomb, James F., Capt., inf; B. S.; *IS* *Instructor in Military Topography and Graphics*	30 Jun 49
Holland, James G., Jr., Lt. Col., inf; B. A., M. A.; *IS* *Assistant Professor of Social Sciences*	17 Jul 50
Hollis, Jesse B., Jr., Major, arty; B. S.; *AS* *Instructor in Physical Education, Department of Tactics*	27 Jul 51
Holt, Charles A., III, Capt., usaf; B. S., M. S., Ph. D.; *ATS* *Instructor in Electricity*	1 Apr 51
Holton, Earl F., Col., inf; B. S.; *CGSC* *Instructor in Military Art and Engineering*	17 Jul 48

	Reported West Point	
Horridge, Richard M., Lt. Col., USAF; B. S., M. S. *Instructor in Mathematics*	17 Jun	49
Hottenroth, James H., Lt. Col., CE; B. S., M. S. *Assistant Professor of Mechanics*	30 Jun	50
Howe, Charles E., Jr., Major, USAF; B. S. *Assistant Professor of Physics and Chemistry*	14 Jun	49
Howe, James W., Capt., INF; B. S.; *IS* *Instructor in Foreign Languages*	22 Jul	47
Hunt, Ira A., Capt., CE; B. S., M. S. *Instructor in Mechanics*	7 Jul	50
Hylander, Walter R., Jr., Capt., CE; B. S., M. S.; *ES* *Instructor in Physics and Chemistry*	9 Aug	51
Irvin, Jefferson J., Lt. Col., INF; B. S.; *CGSC* *Executive Officer, Second Regiment, Department of Tactics*	26 Aug	49
Irving, Frederick A., Maj. Gen., USA; B. S.; *CGSC* *Superintendent, United States Military Academy*	1 Feb	51
Jacunski, Edward W., Lt. Col., INF; B. S., M. A. *Associate Professor of Military Topography and Graphics*	1 Jul	51
Jenkins, Francis W., Lt. Col., ARTY; B. S.; *CGSC* *Assistant Professor of Mathematics*	15 Jul	49
Johnson, Richard H., Capt., INF; B. S., M. A. *Instructor in English*	5 Jun	50
Johnston, Thomas M., Major, CE; B. S., M. S. *Instructor in Mathematics*	5 Jul	49
Jones, Beverly D., Lt. Col., ARTY; B. S.; *CGSC* *Associate Professor of Foreign Languages*	13 Jul	49
Jones, Harris, Brig. Gen., USA; B. S. (USMA), B. S. (M. I. T.) *Dean of the Academic Board*	1 Jul	31
Jones, Lawrence M., Jr., Capt., ARTY; B. S., M. S.; *AS* *Instructor in Physics and Chemistry*	12 Jul	50
Jordan, Amos A., Capt., ARTY; B. S., B. A. (Oxon); *AS* *Instructor in Social Sciences*	31 Jul	50
Jordan, Ralph E., Lt. Col., ARTY; B. S., M. A.; *AS*, *CAS* *Assistant Director, Military Psychology and Leadership, Department of Tactics*	28 Aug	50
Kahn, Wilbur A., Capt., ARTY; B. S., M. S. *Instructor in Mathematics*	1 Jun	49

	Reported West Point
Karrick, Samuel N., Jr., Major, inf; B. S.; *ES* *Assistant Professor of Mechanics*	1 Feb 48
Kelley, Roy S., Lt. Col., ce; B. S., M. S *Assistant Professor of Military Art and Engineering*	2 Jul 48
Kerig, John A., Jr., Lt. Col., usaf; B. S *Instructor in Law*	15 Jun 48
Kilner, Glen, Major, arty; B. A., M. A *Instructor in English*	15 Jun 51
Kincaid, John P., Major, usaf; B. S.; *ATS* *Cadet Company Tactical Officer*	10 Jun 51
Kingsbury, Clarence W., Capt. inf; B. S.; *IS* *Instructor in Military Topography and Graphics*	30 Jun 50
Kirkpatrick, Charles L., Col., mc; B. S., M. A., M. D. *Surgeon and Professor, and Head of Department of Department of Military Hygiene*	1 Dec 46
Kobes, Frank J., Jr., Lt. Col., inf; B. S., B. A. *Cadet Company Tactical Officer*	18 Jun 51
Kress, John B.; B. S., M. A *Instructor in Physical Education, Department of Tactics*	29 Jun 42
Kroeten, Herbert J.; B. S., M. Ed. *Instructor in Physical Education, Department of Tactics*	1 Sep 48
Kunzig, Louis A., Jr., Lt. Col., inf; B. S., M. P. A.; *NvWC* *Assistant Professor of Social Sciences*	25 Jun 48
Lakin, John W., Capt., usaf; B. S *Instructor in Mathematics*	14 Jun 49
Lane, Barton G., Jr., Lt. Col., arty; B. S.; *CGSC* *Assistant Professor of Social Sciences*	20 Jul 50
Learman, Birdsey L., Lt. Col., inf; B. S.; *CGSC* *Brigade Staff, S4, Department of Tactics*	13 Jul 50
Lee, Edward M., Lt. Col., ord corps; B. S.; *NvWC* *Assistant Professor of Ordnance*	17 Jun 49
Lewiecki, Edward M., Capt., arty; B. S., M. S. E. *Instructor in Mechanics*	1 Jun 51
Lewis, William F.; B. S., M. A *Instructor in Physical Education, Department of Tactics*	31 Oct 45
Light, Everett D., Lt. Col., arty; B. S.; *CGSC* *Cadet Company Tactical Officer*	1 Aug 49
Lighthall, John A., Capt., jagc; B. A., LL. B *Instructor in Law*	1 Jul 51

	Reported West Point
Linck, George W.; B. S., M. A. *Instructor in Physical Education, Department of Tactics*	17 Nov 47
Lincoln, George A., Col., usa; B. S., B. A. and M. A. (Oxon) *Professor of Social Sciences*	1 Sep 47
Linden, John H., Capt., arty; B. S., M. A. *Instructor in English*	5 Jun 50
Lionel, Samuel S., Capt., jagc; LL. B. *Instructor in Law*	15 Jun 51
Lochry, Robert R., Capt., usaf; B. S. *Instructor in Mechanics*	8 Jul 50
MacKenzie, C. B., 1st Lt., cml c; B. S., M. A.; *CS* *Instructor in Foreign Languages*	3 Jul 51
Machen, Edwin, A., Jr., Col., inf;B. S.; *CGSC* *Executive Officer, Physical Education, Department of Tactics.*	26 Jun 50
Maloney, Thomas E. *Instructor in Physical Education, Department of Tactics*	1 Sep 31
Maltzoff, Nicholas; B. A., M. S. *Assistant Professor of Foreign Languages*	8 Jul 46
Manning, James P.; CWO, AUS *Brigade Staff, Assistant S4, Department of Tactics*	19 Dec 49
Marks, Thomas R., Capt., usaf; B. S., M. S. *Instructor in Mathematics*	30 Jun 49
Marlin, Raymond B., Lt. Col., inf; B. S.; *CGSC* *Cadet Company Tactical Officer*	20 May 49
Marsh, Clarence T., Jr., Lt. Col., arty; B. S.; *CGSC* *Instructor in Military Topography and Graphics*	15 Jun 49
Marshall, Arthur R., Major, ce; B. S., M. S.; *ES* *Instructor in Military Art and Engineering*	27 May 51
Martinez, Jose; B. S., B. A., Ph. L. (Licentiate) *Instructor in Foreign Languages*	2 Feb 40
Marvel, William W., 1st Lt., mpc; B. A., M. A., Ph. D. *Instructor in Social Sciences*	8 Jan 51
Marvin, Frank F., Capt., usaf; B. S. *Instructor in Military Topography and Graphics*	16 Jun 49
Matheson, John D., Col., ce; B. S., M.A; *CGSC* *Assistant Professor of Mathematics*	5 Jun 50

	Reported West Point
Maxwell, Thomas W., Lt. Col., arty.; B. S.; *ArS, AS* *Instructor in Military Topography and Graphics*	29 Apr 49
Maynard, Charles D., Lt. Col., ce; B. S., M. C. E., M. S. *Instructor in Mathematics*	23 Jun 51
McCabe, Edward F., Major, ce; B. S., M. S; *ES* *Instructor in Military Art and Engineering*	5 Jul 49
McChristian, Joseph A., Lt. Col., armor; B. S.; *CGSC, AFSC* *Brigade Staff, S3, Department of Tactics*	5 Mar 51
McConnel, Edward F., Lt. Col., inf; B. S.; *CGSC* *Cadet Company Tactical Officer*	25 Jun 51
McCord, Richard D., Major, usaf; B. S., M. S. *Instructor in Physics and Chemistry*	30 Jun 49
McCord, Walter D., Jr., Lcdr. usn; B. S. *Instructor in Electricity*	5 Jul 50
McCoy, Martin E., Jr., Capt., usaf; B. S.; *ATS* *Instructor in Military Topography and Graphics*	30 Jun 50
McDermott, Robert F., Lt. Col., usaf; B. S., M. B. A.; *ATS* *Assistant Professor of Social Sciences*	17 Jul 50
McDonald, Eugene O., Lt. Col., inf; B. S.; *IS* *Assistant Professor of Military Topography and Graphics*	30 Jun 50
McIntyre, George W., Lt. Col., armor; B. S.; *CGSC* *Cadet Company Tactical Officer*	6 Aug 51
McLendon, Theodore H., Capt., arty; B. S., M. I. A.; *AS* *Instructor in Social Sciences*	7 Jul 51
McMurray, William H., Capt., inf; B. S., M. A. *Instructor in English*	5 Jun 50
Merrick, Sears W., Major, ce; B. S *Instructor in Military Art and Engineering*	10 Jul 51
Mester, Edmund C., Capt., inf; B. A., M. A. *Instructor in Social Sciences*	1 Jul 51
Meyer, John H., Lt. Col., inf; B. S., *CGSC* *Brigade Staff, Special Services Officer, Department of Tactics*	1 Aug 50
Michaelson, Franklyn J., Major, arty; B. A., M. A., Ph. D.; *AS* *Brigade Aptitude Officer, Military Psychology and Leadership, Department of Tactics*	4 Sep 50

	Reported West Point
Miley, J. D., Capt., inf; B. S. *Cadet Company Tactical Officer*	1 Nov 51
Miller, Edwin T., Col., tc; B. S.; *AAAS, CS* *Instructor in Mathematics*	1 Jul 50
Miller, Frank D., Col., inf; B. S.; *CGSC, AFSC* *Brigade Staff, S1, Department of Tactics*	8 Jul 50
Millman, William V., Capt., ce; B. S., M. S.; *ES* *Instructor in Physics and Chemistry*	15 Jul 51
Milner, James W., Lt. Col., arty; B. S.; *CGSC* *Instructor in Military Psychology and Leadership, Department of Tactics*	1 Aug 49
Mirski, Michael S., Lt. Col., armor; B. A., B. S., LL. D. *Assistant Professor of Foreign Languages*	15 Jun 49
Molyneaux, Silas R., Major, usaf; B. S., M. A. *Instructor in Social Sciences*	13 Aug 51
Morrison, Robert E., Capt., usaf; B. S., M. A. *Instructor in English*	14 Aug 50
Moseley, Woodford T., Major, cml c; B. S. *Instructor in Physics and Chemistry*	15 Jun 50
Mueller, G. A., Lt. Col., B. S. *Cadet Company Tactical Officer*	1 Dec 51
Munson, James A., Capt., arty; B. S., M. I. A.; *AS* *Instructor in Social Sciences*	20 Jul 50
Murphy, Edward C., Capt., usaf; B. S. *Instructor in Mathematics*	1 Jun 50
Murphy, John J., 1st Lt., usaf; B. S., LL. B. *Instructor in Law*	6 Jul 51
Murphy, Paul W., Major, msc; B. A. *Instructor in Military Hygiene*	9 Feb 51
Musgrave, Thomas C., Capt., sig c; B. S., M. S.; *SS* *Instructor in Electricity*	1 Aug 50
Nelson, Arthur D., Capt., ce; B. S., M. S.; *ES* *Instructor in Physics and Chemistry*	27 Jun 50
Nicholas, Charles P., Col., usa; B. S.; *CGSC* *Professor of Mathematics*	14 Jun 48
Noonan, Robert M., Lt. Col., usaf; B. S., M. S.; *IT* *Instructor in Electricity*	14 Jun 49
O'Connell, Edward M., Lt. Col., jagc; B. S., LL. B.; *CGSC* *Associate Professor of Law*	1 Jul 50

Reported West Point

Olmstead, Earl O., Lt. Col., usaf; B. S. . . . . 21 May 50
Cadet Company Tactical Officer

Palone, Joseph M.; B. S . . . . 5 Feb 44
Instructor in Physical Education, Department of Tactics

Parker, David S., Lt. Col., ce; B. S., M. S.; *ES* . . . . 5 Jul 49
Assistant Professor of Military Topography and Graphics

Peugh, William E., Capt., usaf; B. S., M. S. . . . . 21 Apr 48
Instructor in Electricity

Phillips, John D. F., Col., arty; B. S., M. A.; *CGSC*, *AFSC* . . . . 7 Feb 48
Associate Professor of Social Sciences

Pidgeon, John J., Lt. Col., arty; B. S.; *CGSC* . . . . 16 Sep 49
Assistant Professor of Ordnance

Pohl, Francis I., Lt. Col., arty; B. S. 1 Jul 51
Assistant Professor of Physics and Chemistry

Pollin, Jack M., Major, arty; B. S., M. S. . . . . 1 Sep 49
Instructor in Mathematics

Posvar, Wesley W., Capt., usaf; B. S., B. A. (Oxon); *ATS* . 12 Aug 51
Instructor in Social Sciences

Preston, Edmund R., Capt., inf; B. S. 1 Jul 50
Instructor in Mathematics

Price, Ernest C., Capt., usaf; B. S., M. S. . . . . 10 Apr 50
Instructor in Mathematics

Price, Marvin L., Capt., inf; B. S., M. S. . . . . 30 Jul 50
Instructor in Electricity

Quick, George S., Major, ord corps; B. A., M. A. . . . . 27 Jun 51
Instructor in Ordnance

Radlo, Chester F., Major, usaf; B. A. . . . . 24 Jan 49
Instructor in Foreign Languages

Ramsaur, Robert T., Major, usaf; B. A., M. A. . . . . 18 Aug 51
Instructor in Social Sciences

Register, Charles L., Lt. Col., ord corps; B. S., Sc. D.; *CGSC* . . . . 24 Jul 50
Associate Professor of Mechanics

Reilly, Francis W., Capt., inf; *AAAS*, *CAS*, *IS* . . . . 24 May 51
Instructor in Military Psychology and Leadership, Department of Tactics

Renfroe, Walter J., Jr., Col., usa; B. S.; *CGSC*, *AFSC* . . 4 Feb 49
Professor of Foreign Languages

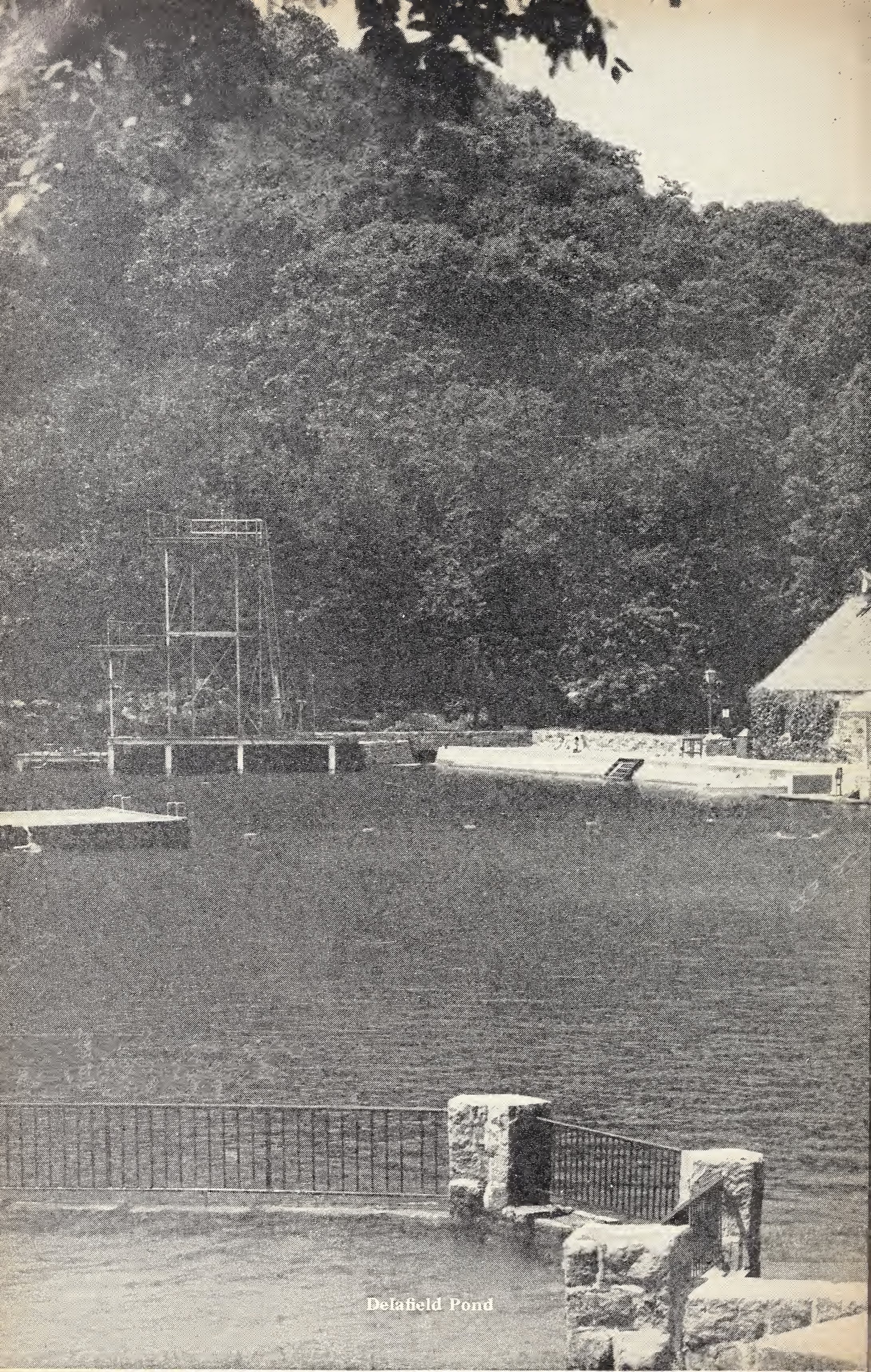
	Reported West Point	
Richards, John R., Col., usaf; B. S.; *CGSC* *Instructor in Mathematics*	30 Jun	50
Riedel, Philip H., Jr., Major, arty; B. S., M. S.; *AS* *Instructor in Military Topography and Graphics*	26 Jun	49
Robbs, Charles E., Major, usaf; B. S.; *AC&S* *Cadet Company Tactical Officer*	14 Jun	51
Roberts, Francis J., Lt. Col., arty; B. S.; *CGSC* *Instructor in Military Topography and Graphics*	30 Jun	50
Robinson, John N., Jr., Capt., usaf; B. S. *Assistant Professor of Physics and Chemistry*	6 May	49
Roecker, Frederick C., Lt. Col., inf; B. S., M. S.; *CGSC* *Instructor in Mechanics*	8 Mar	49
Rogers, William B., Capt., ce; B. S., M. A.; *ES* *Instructor in Military Topography and Graphics*	1 Jul	51
Roop, Frank S., Jr., Major, arty; B. S., M. S. *Instructor in Mechanics*	2 Jul	51
Rose, John B., Jr., Lt. Col., usaf; B. S.; *AC&S* *Cadet Company Tactical Officer*	15 Jun	51
Ross, Dan C., 2d Lt., inf; B. S., M. S. *Instructor in Electricity*	18 Jul	51
Roth, Charles, Major, msc; B. S., M. S., Ph. D. *Instructor in Mathematics*	27 Jul	51
Royem, Robert L., Jr., Major, usaf; B. S. *Cadet Company Tactical Officer*	15 Jun	51
Ryan, Peter J., Major, sig c; B. S. *Cadet Company Tactical Officer*	15 Jun	51
Sage, Jerry M., Lt. Col., inf; B. S., M. A. *Assistant Professor of Social Sciences*	4 Dec	48
Sampson, Charles W., Capt., usaf; B. S., M. S.; *ATS* *Instructor in Mechanics*	1 Jul	49
Sassé, Francis M., Lt. Col., jagc; B. A., LL. B. *Instructor in Law*	15 Jun	51
Saunders, Edward A., Capt., ce; B. S., M. S.; *ES* *Instructor in Electricity*	27 Aug	51
Schick, Lawrence E., Col., usa; B. S.; *CVS* *Professor and Head of Department of Military Topography and Graphics; Acting Director of the Museum*	1 May	46
Schilling, Charles H., Lt. Col., ce; B. S., M. S.; *CGSC* *Instructor in Military Art and Engineering*	25 Jun	51

	Reported West Point	
Schockner, Lester F., Lt. Col., arty; B. S.; *CGSC* *Instructor in Military Topography and Graphics*	28 Jul	49
Scott, Richard P., Lt. Col., armor; B. S., M. A.; *CGSC* *Assistant Professor and Executive Officer, Department of English*	13 Jun	49
Shea, Robert B., Major, usaf; B. A., M. A. *Instructor in Social Sciences*	19 Jul	50
Shedd, William E., Lt. Col., armor; B. S.; *ArS* *Cadet Company Tactical Officer*	28 Jun	50
Slayden, Van H., Lt. Col., usaf; B. A.; *CGSC, AC&S, AFSC* *Instructor in Military Art and Engineering*	7 Feb	51
Smith, Frederick A., Jr., Major, inf; B. S., M. S.; *IS* *Assistant Professor of Physics and Chemistry*	30 Jun	49
Smith, John R., Major, usaf; B. S., M. A. *Instructor in Mathematics*	2 Sep	50
Smith, Robert C., 1st Lt., ce; B. S., M. S. *Instructor in Mechanics*	15 May	51
Solberg, Winton U., Capt., inf; B. A., M. A. *Instructor in Social Sciences*	1 Jul	51
Sorge, Robert E.; B. S., M. A.; *IS* *Instructor in Physical Education, Department of Tactics*	23 Jun	43
Spann, Cecil E., Jr., Col., arty; B. S.; *CGSC* *Assistant Professor of Military Art and Engineering*	17 Jul	48
Spencer, Douglas; B. A., M. A., Ph. D. *Staff Psychologist and Associate Director, Military Psychology and Leadership, Department of Tactics*	29 Jun	48
Stamps, Thomas D., Col., usa; B. A., B. S. (USMA), B. S. (M. I. T.); *CGSC* *Professor and Head of Department of Military Art and Engineering*	2 Aug	38
Stebbins, Albert K., III, Capt., usaf; B. S., M. S.; *ATS* *Instructor in Physics and Chemistry*	27 Aug	51
Stephens, George R., Col., usa; B. A., M. A., Ph. D. *Professor and Head of Department of English*	28 Oct	45
Stewart, Dana L., Major, arty; B. S., M. S. *Instructor in Mathematics*	17 Jun	50
Strauss, James P., Lt. Col., arty; B. S., M. P. A.; *AS* *Assistant Professor of Social Sciences*	25 Jun	50

	Reported West Point
Stumpe, Warren R., Capt., CE; B. S., M. S. *Instructor in Mechanics*	15 May 51
Sullivan, William R., Capt., USAF; B. S.; *ATS* *Instructor in Mathematics*	19 Jul 50
Sutherland, Edwin Van V., Col., INF; B. S., M. A.; *CGSC* *Associate Professor of English*	15 Sep 48
Tatsch, William D., Major, ARTY; B. S.; *AS* *Instructor in Law*	1 Jun 48
Tatum, Daniel F., Col., USAF; B. S.; *AC&S* *Assistant Professor of Military Art and Engineering*	14 Jun 48
Taylor, Franklin W., Major, USAF; B. S. *Instructor in Military Topography and Graphics*	30 Jun 50
Terry, Robert D., Lt. Col., SIG C; B. S., M. S.; *SS* *Instructor in Electricity*	1 Aug 50
Tetley Wilfred H., Col., USAF; B. S.; M. S.; *CGSC* *Assistant Professor of Mechanics*	15 Jun 50
Thigpen, Joseph J., Major, CE; B. S. (L. P. I.), B. S. (USMA), M. S. *Instructor in Military Art and Engineering*	18 Aug 51
Thomason, Joel F., Lt. Col., ARTY; B. S.; *CGSC* *Instructor in Military Art and Engineering*	2 Jun 49
Tiller, Fritz; B. A., M. A., Ph. D. *Assistant Professor of Foreign Languages*	28 Aug 42
Tingle, Jack E., Lt., USN; B. S. *Cadet Company Tactical Officer*	1 Jul 51
Tomlinson, John G., Capt., ARTY; B. S.; *AS* *Instructor in Foreign Languages*	31 Aug 50
Tonetti, Oscar C., Lt. Col., ORD CORPS; B. S., M. S. *Instructor in Ordnance*	26 Jun 49
Toth, Alfred L., Major, INF; B. S., M. S. *Instructor in Mathematics*	1 Sep 49
Trinkaus, Louis J., Major, AGC; B. S., M. A. *Instructor in English*	15 Jun 51
Triol, Thomas F.; B. S., M. A. *Instructor in Physical Education, Department of Tactics.*	1 Sep 49
Troxell, George H., Jr., Capt., SIG C; B. S., M. S.; *SS* *Instructor in Electricity*	3 Aug 50
Tucker, Henry P., Lt. Col., INF; B. S.; *CGSC* *Second Regiment S1, and Cadet Company Tactical Officer*	15 Jul 49

	Reported West Point
Turner, Hiram G., Jr., Major, usaf; B. S., M. A.; *ATS* *Assistant Professor of Social Sciences*	17 Jul 50
Tuttle, George A., Major, inf.; B. S., M. S.; *IS* *Instructor in Military Topography and Graphics*	25 Jun 49
Ulrich, Robert J., Capt., usaf; B. A., M. A. *Instructor in Social Sciences*	7 Jun 49
Utley, John H., Major, sig c; B. A., M. A., Ph. D. *Assistant Professor of Foreign Languages*	8 Sep 43
Valpey, Robert G., Capt., usaf; B. S. (USMA), B. M. E. (Cornell) *Instructor in Mechanics*	27 Jun 50
Veaudry, Wallace F., Capt., inf; B. S. *Cadet Company Tactical Officer*	8 Jun 51
Vils, Preben; B. S. *Instructor in Foreign Languages*	19 Jul 48
Viollet, Claude; Bac. Ecole Sciences Politiques Certificat Licence, M. A.; *CGSC* *Instructor in Foreign Languages*	18 Nov 46
Walker, Harold S., Jr., Major, armor; B. S.; *ArS* *Assistant Professor of English*	1 Jul 49
Wallis, Luther, D., Jr., Major, inf; B. S. *Instructor in English*	15 Jun 49
Ware, Keith L., Lt. Col., inf; *CGSC* *Instructor in Military Psychology and Leadership, Department of Tactics*	4 Aug 51
Warren, Van Cleave P., Major, inf; B. A., B. S.; *CGSC* *Instructor in Foreign Languages*	4 Aug 50
Waters, John K., Col., armor; B. S.; *AFSC, CGSC* *Commandant of Cadets and Head of Department of Tactics*	28 Jan 50
Waters, William E., Major, inf; B. S., M. A.; *IS* *Assistant Professor of English*	5 Jun 50
Webel, James B., Major, inf; *CGSC* *Cadet Company Tactical Officer*	17 Jul 51
Wertz, Thomas E.; WOJG, usa *Brigade Staff, Assistant S1, Department of Tactics*	5 Jan 50
Wessels, Robert R., Capt., ce; B. S.; *IS, ES* *Instructor in Military Art and Engineering*	21 May 51
West, Charles W., Col., usa; B. S., LL. B.; *CAS* *Professor and Head of Department of Law*	23 Sep 43

	Reported West Point	
Westbrook, Marston T., Major, USAF; B. S. *First Regiment S1, and Cadet Company Tactical Officer*	1 Sep	50
Whittington, J. O., Capt., INF; B. S.; *IS* *Instructor in Foreign Languages*	16 Aug	51
Willard, S., Major, AGC; B. A., M. A., Ph. D *Instructor in Foreign Languages*	25 Aug	51
Williams, John G., Jr., Capt., USAF; B. S., M. A. *Instructor in Social Sciences*	3 Feb	50
Williamson, John, Col., INF; B. S.; *AFSC* *Commanding Officer, Second Regiment, Department of Tactics*	1 Jun	50
Wilson, James B., 1st Lt., ORD CORPS; B. S., M. S. *Instructor in Ordnance*	15 Aug	51
Wilson, Louis A., Jr., Capt., USAF; B. S., M. S.; *ATS* *Instructor in Electricity*	22 Aug	51
Winegar, Walter L., Lt. Col., CE; B. S., M. S *Associate Professor and Executive Officer, Department of Military Art and Engineering*	9 Jul	48
Witters, Arthur G., Major, USAF; B. S., M. S.; *AS* *Instructor in Military Topography and Graphics*	5 Jul	49
Wood, Cecil H., Lt. Col., CML C; B. S., M. A., Ed. D.; *CS* *Associate Professor of Physics and Chemistry*	30 Apr	42
Woodyard, William T., Lt. Col., USAF; B. S., M. A.; *CGSC* *Instructor in Physics and Chemistry*	13 Jul	51
Wynne, Edward P., Lt. Col., USAF; B. S., M. S. E. *Assistant Professor of Ordnance*	1 Jul	49
Yates, Robert C., Lt. Col., CE; B. A., B. S., M. A., Ph. D. *Associate Professor of Mathematics*	15 Jun	42
Zepeda, F., Major, Mexican Army; B. S *Instructor in Foreign Languages*	18 Jul	51
Zillmer, David, Capt., INF; B. S.; *IS* *Instructor in Foreign Languages*	17 Aug	50



Delafield Pond

ASSOCIATION OF GRADUATES

The Association of Graduates of the United States Military Academy was established in 1869, and the first meeting was held on 17 June 1870. Annual meetings have been held since at West Point during Graduation Week. The association was incorporated under the laws of the State of New York on 13 November 1891.

The purposes of the Association are "To acquire and disseminate information on the history, activities, objectives, and methods of the United States Military Academy; to acquire and preserve historical materials relating to that institution; and to encourage and foster the study of Military Science there by young men."

Graduates, and former cadets who attended at least one academic term at the Academy, are eligible for membership. Approximately 91 percent of the more than 11,700 living graduates, and many former cadets who are not graduates, are members.

The Association regularly disseminates information about West Point and the activities of its graduates principally by the two publications which it sponsors: the annual *Register of Graduates and Former Cadets, USMA*, that includes a summary of the record of each entry and that tells, whenever possible, where he is and what he is doing; and the quarterly magazine, *Assembly*, which gives current information about the Military Academy and its alumni. The *Register* is edited by Major General Robert M. Danford, '04; *Assembly* by Colonel Charles N. Branham, '22. Both are published by the West Point Alumni Foundation, Inc., 381 Fourth Avenue, New York 16, N. Y. The Secretary-Treasurer of the Foundation is Major General Danford.

The administrative organization consists of a President; five Vice Presidents, elected annually; a Secretary Treasurer; an Assistant Secretary Treasurer; and thirty Trustees, ten of whom are elected annually for terms of 3 years. At the present time the officers and trustees of the Association are as follows:

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The following liaison officer works with the Association of Graduates:

Raymond Stone, Jr., '23, Headquarters, Army Field Forces, Fort Monroe, Va.

APPENDICES

I. PHYSICAL REQUIREMENTS

a. Hearing.—Auditory acuity of all candidates will be determined by both the whispered and spoken voice and by the audiometer. At the time of examination the candidate should be free of upper respiratory infection. Hearing by both the spoken voice and the whispered voice must be 15/15 in each ear. Loss of hearing as determined by the audiometer must not be greater than 15 decibels in any of the frequencies 500, 1,000, and 2,000, nor greater than 30 decibels in either of the frequencies 4,000 or 8,000. The determination of hearing acuity should be accomplished with a standardized audiometer in a quiet room (one in which the over-all noise level as measured by a sound level meter is not more than 40 decibels, or one in which the threshold of a normal ear during an audiometric test is not changed by the ambient noise in the room). Examination should be performed after all wax has been removed from the auditory canal. Existing perforation of the membrana tympani, regardless of etiology, is a cause for rejection. Both ears must be free from any disfiguring or incapacitating abnormality and from acute or chronic disease.

b. Vision.—Vision as determined by the visual test types (without a cycloplegic) must not fall below 20/30 in either eye without glasses, correctable with glasses to 20/20 in each eye, when no organic disease in either eye exists. Both eyes must be free from acute or chronic disease. Errors of refraction, if considered excessive, may be a cause for rejection even though the visual acuity falls within acceptable limits. Total hyperopia of more than two diopters or total myopia of more than three quarters (0.75) diopter in any meridian in either eye is considered cause for rejection.

The following conditions are also cause for rejection: manifest disturbance of muscle balance; esophoria of more than 10 prism diopters, exophoria of more than 5 prism diopters, or hyperphoria of more than 1 prism diopter; impairment of the sense of color perception in a pronounced degree; trachoma, or xerophthalmia; chronic conjunctivitis; pterygium encroaching upon the cornea; complete or extensive destruction of the eyelids; disfiguring cicatrices, adhesions of the lids to each other or to the eyeball; inversion or eversion of the eyelids, or lagophthalmus; trichiasis, ptosis, blepharospasm, or chronic blepharitis; epiphora, chronic dacryocystitis, or lachrymal fistula; chronic keratitis, ulcers of the cornea, staphyloma, or corneal opacities encroaching on the pupillary area and reducing the acuity of vision below the standard noted above; irregularities in the form of the iris, or anterior or posterior synechiæ sufficient to reduce the visual acuity below the standard; opacities of the lens or its capsule, sufficient to reduce the acuity of vision below the standard, or progressive cataract of any degree; extensive coloboma of the choroid or iris, absence of pigment, glaucoma, iritis, or extensive or progressive choroididits, retinitis, detachment of the retina, neuroretinitis, optic neuritis or atrophy of the optic nerve; loss or disorganization of either eye, or pronounced exophthalmus, true nystagmus; or permanent or well-marked strabismus; diplopia, or night blindness; abnormal conditions of the eyes due to disease of the brain; malignant tumors of the lids of the eyeballs; ashtenopia accompanying any ocular defect.

c. Teeth.—No candidate will be accepted unless he has a minimum of 6 serviceable vital masticating teeth (bicuspids and molars) above and 6 below serviceably opposing and also 4 serviceable vital incisor teeth (incisors and cuspids) above and 4 below serviceably opposing. Therefore, the minimum requirement consists of a total of 12 masticating teeth and 8 incisor teeth, all of which must be so opposed as to serve the purpose of incision and mastication. In cases in which insufficiency of teeth may be remedied by the eruption of third molars, if an X-ray of the third molar region determines a normal third molar properly positioned and developed, it may be assumed that it will have a normal eruption, and the candidate may be credited with possession of this tooth.

Vital teeth properly filled with permanent filling material, or well crowned, will be considered serviceable if otherwise acceptable. A one or two tooth replacement by a standard method of fixed bridgework will be accepted in lieu of a serviceable vital tooth when the abutment teeth are otherwise acceptable and the bridge well constructed.

A tooth will not be considered serviceable if it is a deciduous tooth, or if it fails to enter into serviceable occlusion with an opposing tooth, if it has an unfilled cavity, if it supports a defective filling or crown, if it is nonvital, or if there is destruction of the supporting tissues of the tooth, such as results from chronic gingivitis, pyorrhea, etc.

Causes for rejection are: failure to meet the standard of minimum requirements outlined above; the loss of three adjoining masticating teeth in either side of the upper or lower jaw; disfiguring spaces between anterior teeth, such as result from the extraction of a tooth; marked irregularity of the teeth; marked malocclusion, and pathological conditions affecting teeth and surrounding structures such as cysts, infections, and impacted, unerupted, or malposed teeth which may have a harmful effect on the adjacent soft and hard tissues or the health of the individual. No candidate will be accepted until all cavities in the teeth have been filled with proper permanent fillings.

d. Physical proportions.—The requirements of the following tables of physical proportions are for growing youths and are for guidance in connection with the other data of the examination, a consideration of all of which will determine the candidate's physical eligibility. Mere fulfillment of the requirements of the standard tables does not determine eligibility.

Height	Weight		Minimum chest measurement at expiration
	Minimum	Maximum	
Inches	*Pounds*	*Pounds*	*Inches*
66	120	170	30. 50
67	124	175	30. 50
68	128	182	31. 00
69	132	186	31. 50
70	136	192	32. 00
71	140	197	32. 00
72	144	203	32. 50
73	148	209	32. 50
74	152	214	33. 00
75	156	219	33. 00
76	160	225	33. 50

NOTE.—Fractions of an inch will be reduced to the quarter of an inch, but candidates must be at least 66 inches in height. No candidate will be accepted who is more than 76 inches in height. Heights to be taken without shoes and weight without clothes.

Medical examiners will recommend rejection of individuals who show poor physical development and those who appear to be undesirable candidates because of excess fat, even though their measurements may come within the figures stated in the above table. In such instances, the report will show in detail the findings upon which recommendation for rejection is based.

Recommendation for waiver of excess weight will be made in cases in which the general appearance and conformation of the candidate and the remainder of the examination clearly indicate that he is of the robust type and there is no tendency to obesity, endocrine imbalance, cardiovascular disease, or other defect which is likely to shorten the period of useful active service normally expected of an Army or Air Force officer.

e. Additional causes for physical disqualification.

(1) *In General:*

(*a*) Any deformity which is repulsive or which prevents the proper functioning of any part to a degree interfering with military efficiency.

(*b*) Obesity.

(*c*) A height of less than 66 inches or more than 76 inches.

(*d*) Deficient muscular development.

(*e*) Deficient nutrition.

(*f*) Evidences of physical characteristics of congenital asthenia. The physical characteristics of congenital asthenia are slender bones, a weak ill-developed thorax, nephroptosis, gastroptosis, constipation, the "drop" heart, with its peculiar attenuation and weak and easily fatigued musculature.

(*g*) All acute communicable diseases.

(*h*) All diseases and conditions which are not easily remediable or that tend physically to incapacitate the individual, such as—

1. Chronic malaria.

2. Uncinariasis (hookworm).

3. Active tuberculosis of any type or degree.

4. Leprosy and actinomycosis.

5. Pellagra, beriberi, sprue, scurvy, or other evidence of vitamin deficiency.

6. History of rheumatic fever or chorea within the preceding 2 years, or substantial history of recurrent attacks of rheumatic fever or chorea at any time; atrophic or hypertrophic arthritis; chronic myositis or fibrositis.

7. Osteomyelitis of any bone or a history of osteomyelitis of any of the long bones of the extremities at any time.

8. Malignant disease of all kinds in any location.

9. Hemophilia or purpura.

10. Leukemia of all types.

11. Primary (pernicious), secondary, or splenic anemia.

12. Filariasis, trypanosomiasis, and schistosomiasis.

13. Diabetes, mellitus or insipidus, or renal glycosuria.

14. Acromegaly, gigantism, myxoedema, cretinism, Addison's disease, gout, Simmond's disease, and other endocrine diseases.

15. Chronic metallic poisoning.

16. Migraine.

17. Food intolerance, angioneurotic edema or other allergic manifestations of sufficient degree to warrant the use of vasoconstrictor drugs, ephedrine, or epinephrine either locally or systemically. Hay fever if more than mild and if not controlled by desensitization and/or antihistamines.

18. Asthma of any degree or a history of asthma, except a history of childhood asthma, with a trustworthy history of freedom from symptoms since the twelfth birthday.

(2) *The skin:*

(*a*) Eczema of long standing or which is resistant to treatment.

(*b*) Pemphigus; lupus; sycosis.

(*c*) Actinomycosis; dermatitis; herpetiformis; mycosis fungoides.

(*d*) Ichthyosis or psoriasis if more than of slight degree.

(*e*) Acne upon face or neck which is so pronounced as to be definitely unsightly.

(*f*) Elephantiasis.

(*g*) Scabies; impetigo.

(*h*) Furunculosis, unless mild in degree.

(*i*) Ulcerations of the skin not amenable to treatment, or those of long standing or of considerable extent, or of syphilitic, tuberculous, malignant, or leprous origin.

(*j*) Extensive, deep, or adherent scars that interfere with muscular movements or with the wearing of military equipment, or that show a tendency to break down and ulcerate.

(*k*) Naevi or vascular tumors, if extensive, markedly disfiguring, or exposed to constant pressure.

(*l*) Obscene or offensive tattooing on portions of the body subject to exposure.

(*m*) Vitiligo of the face or body, or other skin defect if sufficient to be considered disfiguring or unsightly.

(*n*) Chronic trichophytosis or other chronic fungus infections which have not been amenable to treatment.

(*o*) Chronic urticaria and chronic angioneurotic edema.

(*p*) Exfoliating dermatitis; severe chronic seborrheic dermatitis.

(*q*) Chronic lichen planus; dermatitis factitia; scleroderma.

(*r*) Pilonidal cyst if evidenced by the presence of a tumor mass or a discharging sinus or if there is a history of inflammation or discharging sinus.

(*s*) Acute or chronic inflammation of the accessory sinuses of the nose; hay fever of sufficient degree to warrant the use of vasoconstrictor drugs, ephedrine, or epinephrine either locally or systemically.

(3) *The head:*

(*a*) Tinea in any form.

(*b*) All tumors which are of sufficient size to interfere with the wearing of military headgear.

(*c*) Imperfect ossification of the cranial bones.

(*d*) Extensive cicatrices, especially such adherent scars as show a tendency to break down and ulcerate.

(*e*) Depressed fractures or loss of bony substance of the skull.

(*f*) Hydrocephalus or microcephalus.

(*g*) Deformities of the skull of any degree associated with evidence of disease of the brain, spinal cord, or peripheral nerves.

(4) *The face:*

- (*a*) Extreme ugliness.
- (*b*) Unsightly deformities such as large birthmarks, large hairy moles, extensive cicatrices, and mutilations due to injuries or surgical operations; tumors; ulcerations, fistulae, atrophy of a part of the face or lack of symmetrical development.
- (*c*) Persistent neuralgia; tic douloureux; paralysis.
- (*d*) Ununited fractures; osseous cysts; extensive exostoses.
- (*e*) Chronic arthritis; complete or partial ankylosis; badly reduced or recurrent dislocations of the temporo-mandibular articulation.

(5) *The mouth, nose, fauces, pharynx, larynx, trachea, and esophagus:*

- (*a*) Harelip; loss of the whole or a large part of either lip; unsightly mutilations of the lips from wounds, burns, or disease.
- (*b*) Malformation, partial loss, atrophy, or hypertrophy of the tongue, split or bifid tongue, adhesions of the tongue to the sides of the mouth, provided these conditions interfere with mastication, speech, or swallowing, or appear to be progressive.
- (*c*) Malignant tumors of the tongue or benign tumors that interfere with its functions.
- (*d*) Marked stomatitis; ulcerations; severe leukoplakia.
- (*e*) Ranula if extensive; salivary fistula.
- (*f*) Perforation or extensive loss of substance or ulceration of the hard or soft palate; extensive adhesions of the soft palate to the pharynx; paralysis of the soft palate.
- (*g*) Loss of the nose, malformation, or deformities thereof that interfere with speech or breathing; extensive ulcerations.
- (*h*) Perforated nasal septum, if progressive, or if respiration is accompanied by a noticeable whistling sound. Before accepting any candidate with a perforated nasal septum, the possibility of syphilitic infection will be excluded.
- (*i*) Septal deviation, hypertrophic rhinitis, or other conditions which result in 50 percent or more obstruction of either airway, or which interfere with drainage of sinus on either side or other causes, if sufficient to produce mouth breathing.
- (*j*) Acute or chronic inflammation of the accessory sinuses of the nose if more than mild or if mild and does not respond to therapy.
- (*k*) Chronic atrophic rhinitis, if marked and accompanied by ozena.
- (*l*) Malformations and deformities of the pharynx of sufficient degree to interfere with function.
- (*m*) Postnasal adenoids interfering with respiration or associated with recurrent middle ear disease.
- (*n*) Chronic enlargement of the tonsils sufficient to interfere with speech or swallowing.
- (*o*) Chronic laryngitis from any cause.
- (*p*) Paralysis of the vocal cords; aphonia.
- (*q*) Tracheotomy.
- (*r*) Diverticulum, ulceration, stricture, or pronounced dilatation of the esophagus.

(6) *The neck:*

- (*a*) Cervical lymph node involvement of other than benign origin, including cancer, Hodgkin's disease, leukemia, tuberculosis, and syphilis.
- (*b*) Adherent and markedly disfiguring scars from disease, injuries, or burns.
- (*c*) Moderate or marked enlargement of the thyroid gland from any cause.
- (*d*) Exophthalmic or adenomatous goiter or thyroid enlargement from any cause associated with toxic symptoms, history of thyroidectomy.
- (*e*) Benign tumors or cysts which are so large as to interfere with the wearing of the uniform or military equipment.
- (*f*) Congenital cysts of branchial cleft origin, or those developing from the remains of a thyroglossal duct, with or without fistulous tracts.
- (*g*) Torticollis; cervical rib.

(7) *The chest:*

- (*a*) Chest expansion less than two inches.
- (*b*) Congenital malformations or acquired deformities which result in reducing the chest capacity and diminishing the cardiac or respiratory functions to such a degree as to interfere with vigorous physical exertion, or that produce disfigurement when the applicant is dressed.
- (*c*) Pronounced contraction of the chest wall following pleurisy or empyema.
- (*d*) Deformities of the chest or scapulae sufficient to interfere with the carrying of military equipment.
- (*e*) Absence or faulty development of the clavicle.
- (*f*) Old fracture of the clavicle where there is much deformity or interference with the carrying of military equipment; ununited fractures; or partial or complete dislocation of either end of the clavicle.
- (*g*) Suppurative periostitis, osteomyelitis, caries, or necrosis of the ribs, sternum, clavicles, scapulae, vertebrae, or other bones.
- (*h*) Old fractures of the ribs with faulty union, if interfering with function.
- (*i*) Malignant tumors of the breast or chest wall, and benign tumors which interfere with the wearing of a uniform or of military equipment.
- (*j*) Unhealed sinuses of the chest wall.
- (*k*) Scars of old operations for empyema unless the examiner is assured that the respiratory function is entirely normal.

(8) *The lungs:*

- (*a*) History of:
  - *1.* Clinical tuberculosis exceeding minimal extent.
  - *2.* Tuberculosis of minimal extent clinically active within the preceding five years.
  - *3.* Known tuberculous pleurisy with effusion.
  - *4.* Pleurisy with effusion of unknown origin within the preceding five years.
- (*b*) Active tuberculosis, including pleurisy with effusion which is to be considered of tuberculous origin if no other cause can be proved.
- (*c*) Inactive pulmonary tuberculosis, except as specified in Army Regulations.
- (*d*) Nontuberculous defects—
  - *1.* Spontaneous pneumothorax, history of spontaneous pneumothorax within the last three years, or history of repeated spontaneous pneumothorax.
  - *2.* Empyema; residual sacculation or unhealed sinuses of the chest wall following operations for empyema.
  - *3.* Chronic bronchitis if more than mild or if mild and does not respond to therapy or the cessation of smoking.
  - *4.* Bronchiectasis.
  - *5.* Asthma of any degree or a history of asthma, except a history of childhood asthma with a trustworthy history of freedom from symptoms since the twelfth birthday.
  - *6.* Bullous or generalized pulmonary emphysema.
  - *7.* Cystic disease of the lung.
  - *8.* Silicosis as represented in the roentgenogram by strandlike and nodular shadows; other form of severe pulmonary fibrosis including sarcoidosis.
  - *9.* Abcess of the lung.
  - *10.* Active coccidiomycosis or other mycotic disease of the lung or history of active coccidiomycosis within the last three years; residual cavitation due to mycotic disease.
  - *11.* Foreign body in the lung, exceeding 1 centimeter in diameter or any foreign body with evidence of surrounding pulmonary reaction; foreign body in a bronchus.
  - *12.* Chronic adhesive pleuritis of such extent as to interfere with respiratory function or obscure a lung field in roentgenograms.
  - *13.* History of pneumonectomy or lobectomy for any cause.

14. Atypical or other type of pneumonia until a final physical examination shows recovery without disqualifying sequelae.

15. Tumor, benign or malignant, of the trachea, bronchi, lungs, pleura, or mediastinum.

(9) *The heart and vascular system:*

All questionable findings will be thoroughly investigated over a sufficient period of time to determine their significance. Any evidence of organic heart disease will be considered as cause for rejection. When a candidate is found to have a systolic blood pressure of 140 mm. or more, or a diastolic blood pressure of 90 mm. or more, a series of readings, both a. m. and p. m. will be taken over a period of 3 days or more in order to determine if the arterial hypertension is constant and, if possible, the causes thereof. All readings will be taken with the individual relaxed and in the sitting position after a period of normal physical activity. A period of recumbency prior to taking readings will not be used.

(*a*) All valvular diseases of the heart.

(*b*) Cardiac enlargement as indicated in notation below.

(*c*) A heart rate of 100 or over when persistent after repeated examination in the recumbent position. (A. m. and p. m. examinations for 3 days are considered adequate for such determination.)

(*d*) A heart rate of 50 or under, if the history, physical examination, or an electrocardiogram shows the presence of A-V heart block or other evidence of heart disease.

(*e*) Hypertension evidenced by a persistent systolic blood pressure of 140 mm. or more, or a persistent diastolic blood pressure of 90 mm. or more.

(*f*) Arterial hypotension, when the systolic blood pressure is persistently less than 100 mm. in the sitting or standing position.

(*g*) Pericarditis, endocarditis, myocarditis, or myocardial insufficiency.

(*h*) Coronary heart disease, including angina pectoris.

(*i*) Congenital disease or deformity of the heart or great vessels.

(*j*) Aneurysm.

(*k*) Arteriosclerosis disproportionate to age.

(*l*) Arrhythmia, except sinus arrhythmia and occasional extrasystoles.

(*m*) History of rheumatic fever or chorea within the preceding 2 years or substantiated history of recurrent attacks of rheumatic fever or chorea at any time.

(*n*) Evidence of vasomotor instability or neurocirculatory asthenia, if persistent on examination of not less than 3 days.

(*o*) Electrocardiographic evidence of paroxysmal tachycardia, auricular fibrillation, auricular flutter, incomplete A-V block with or without dropped beats, complete A-V block, bundle branch block, and recent or remote coronary occlusion.

(*p*) Orthostatic hypotension or tachycardia, if marked and persistent.

(*q*) Inadequate arterial blood supply to any limb.

(*r*) Arteritis of any artery.

(*s*) Intermittent claudication, if confirmed by peripheral vascular tests.

(*t*) Phlebitis or thrombophlebitis, or evidence of repeated phlebitis in the past. Varicosites of any extremity, unless mild in degree.

NOTE.—An apex beat located beyond the left midclavicular line or below the sixth rib indicates an enlargement sufficient to disqualify for military service if this finding is supported by X-ray evidence of abnormality of cardiac size or contour. The cause of such enlargement should be sought for and enlargement should not be made a primary diagnosis unless careful examination fails to reveal a cause.

(10) *The abdomen:*

(*a*) Wounds, injuries, cicatrices, or weakness of muscles of the abdominal walls sufficient to interfere with function.

(*b*) Fistulae from visceral or bony lesions or following operation.

(*c*) Hernia of any variety or a history of a recurrent hernia even though apparently repaired by a second operation.

(*d*) Chronic diseases of the stomach or intestines.

(*e*) Gastric or duodenal ulcer or history of gastric or duodenal ulcer with or without operation.

(*f*) History of gastroenterostomy, gastric resection, resection of peptic ulcer, partial resection of the intestine, or operation for relief of intestinal adhesions. If pyloric stenosis occurred in infancy but there have been no symptoms of obstruction since then, it will not disqualify applicant if X-ray studies of the gastrointestinal tract are negative at the time of examination.

(*g*) Blood in the feces unless shown to be due to unimportant causes.

(*h*) Visceroptosis other than mild.

(*i*) Chronic diseases of the liver, gall bladder, pancreas, or spleen.

(*j*) History of splenectomy for reason other than trauma.

(*k*) Enlargement of the liver.

(*l*) Chronic enlargement of the spleen.

(*m*) Jaundice or history or recurrent jaundice.

(*n*) Proctitis, stricture, or prolapse of the rectum.

(*o*) External or internal hemorrhoids if large in size or symptomatic.

(*p*) Fistula in ano; ischiorectal abscess.

(*q*) Fissure of the anus or pruritus ani.

(*r*) Incontinence of feces.

(*s*) Marked engorgement of superficial abdominal vessels.

(11) *The genito-urinary system, including venereal diseases:*

A serologic test for syphilis will be required of all candidates. A negative report will be accepted as satisfactory evidence of freedom from syphilis in the absence of a history of, previous treatment for, or clinical signs of syphilis. A positive or doubtful report will be rechecked by both a Kahn and Wasserman test within 3 days. An authentic history of syphilis of any type is cause for rejection without further laboratory procedure. A repeated positive serologic test, in the absence of a history of syphilis, will be accepted as evidence of the disease and considered cause for rejection. If, on repeated serologic tests, the results remain doubtful or positive and, after careful history and physical examination, the individual presents no evidence of having had syphilis at any time, the Department of the Army will notify him whether or not he is eligible for a 3-month observation period and designate the time and place for the reexamination. During this 3-month period, he will have a quantitative serologic test for syphilis performed every 3 weeks. At the end of the 3-month observation period, providing the individual's physical condition remains the same, and his serologic tests have become negative, he will be considered nonsyphilitic and qualified. Those individuals with confirmed positive reactions will be rejected. A positive spinal fluid test for syphilis at any time will be cause for rejection.

When albumin or casts are found in the urine, the cause will be determined, if possible. Specimens from the individual concerned will be examined twice daily, morning and afternoon, for 3 successive days. These specimens will be collected while the individual is carrying on with his normal activities. Persistent albuminuria of any type or the persistence of casts in the urine will be a cause for rejection, even though the etiology thereof cannot be determined. If glucose is found in the urine of the first examination, the candidate will be subjected to further observation, including a fasting blood sugar determination. A glucose tolerance test will be made when indicated. The glucose tolerance test is most reliable when it follows 3 days of a high carbohydrate (300 grams daily) diet. A statement will be made whether or not the 3-day diet was used.

(*a*) Acute or chronic nephritis, diabetes mellitus or insipidus, or renal glycosuria.

(*b*) Blood, pus, albumin or pathologically significant casts in the urine, if persistent (found on a. m. and p. m. rechecks for 3 consecutive days).

(*c*) Floating kidney; hydronephrosis; pyonephrosis; pyelitis; tumors of the kidneys; absence of one kidney; renal calculi.

- (*d*) Acute or chronic cystitis.
- (*e*) Vesical calculi; tumors of the bladder; incontinence or retention of urine; enuresis. (Enuresis as a symptom should not in itself be considered as a cause for rejection. It should be evaluated in terms of the basic underlying organic defect or personality disorder, if any, which in itself may frequently be a cause for rejection.)
- (*f*) Hypertrophy or abscess of the prostate gland; chronic prostatitis; history of prostatectomy or transurethral resection.
- (*g*) Urethral stricture or urinary fistula.
- (*h*) Phimosis, epispadias or pronounced hypospadias.
- (*i*) Hermaphroditism; infantile genital organs.
- (*j*) Amputation or deformity of the penis.
- (*k*) Varicocele or hydrocele, if large or painful.
- (*l*) Pronounced atrophy of both testicles or absence of both.
- (*m*) Atrophy, deformity or maldevelopment of both testicles, or undescended testicles of any degree.
- (*n*) Chronic orchitis or epididymitis.
- (*o*) Syphilis as specified in Army Regulations.
- (*p*) Gonococcus infections, acute or chronic; chancroid; granuloma inguinale; lymphogranuloma venereum.

(12) *Spine and pelvis, including sacroiliac and lumbo-sacral joints:*

- (*a*) Lateral deviation of the spine from the normal midline of more than 1 inch (scoliosis).
- (*b*) Curvature of the spine of any degree in which there is noticeable deformity when the candidate is dressed (scoliosis, kyphosis, or lordosis), or in which there is present or likely to develop pain or interference with function.
- (*c*) Spondylolisthesis; herniated nucleus pulposis or history of operation for same.
- (*d*) Healed fractures or dislocations of the vertebrae.
- (*e*) Tuberculosis, either active or healed, of any portion of the vertebral column.
- (*f*) Osteoarthritis of the spinal column.
- (*g*) Malformation or deformities of the pelvis sufficient to interfere with function.
- (*h*) Disease, chronic strain, or sprain of the sacroiliac or lumbosacral joints.

(13) *The extremities:*

Suitable exercise will be employed to determine the strength of the arches of the feet. Weak or painful feet are cause for rejection regardless of whether or not the arch is flattened. In reporting the presence of flat feet a careful estimate of the degree of flattening, as first, second, or third degree, will be made and reported, as well as other abnormalities, such as eversion, rotation, etc.

- (*a*) All anomalies in the number, form, proportion, and movements of the extremities which produce noticeable deformity or interfere with function.
- (*b*) Atrophy of the muscles of any part, if progressive or if sufficient to interfere with function.
- (*c*) Benign tumors if sufficiently large to interfere with function.
- (*d*) Ununited fractures, fractures with shortening or callous formation sufficient to interfere with function, old dislocations unreduced or partially reduced, complete or partial ankylosis of a joint, or relaxed articular ligaments permitting frequent voluntary or involuntary displacement.
- (*e*) Reduced dislocations or united fractures with incomplete restoration of function.
- (*f*) Resection of a joint or amputation of any portion of a limb except fingers or toes.
- (*g*) Excessive curvature of a long bone or extensive, deep, or adherent scars interfering with motion.
- (*h*) Severe sprains.
- (*i*) Diseases of the bones or joints.

(*j*) Chronic synovitis, floating cartilage, or other internal derangement in a joint. A history of dislocated semilunar cartilage of loose body of the knee which has not been satisfactorily corrected by surgery or does not otherwise meet the specifications of Army Regulations.

(*k*) Varicosities of any extremity are cause for rejection, unless mild in degree or corrected by operation.

(*l*) Varices of any kind situated in the leg below the knee if there are associated varicose ulcers or scars from old ulcerations.

(*m*) Chronic edema of a limb.

(*n*) Sciatica or other chronic neuralgias.

(*o*) Adherent or united fingers (webbed fingers).

(*p*) Total loss of either thumb.

(*q*) Mutilation of either thumb to such an extent as to produce material loss of flexion or strength of the member.

(*r*) Loss of more than one phalanx of the right index finger.

(*s*) Loss of the terminal and middle phalanges of any two fingers on the same hand.

(*t*) Entire loss of any finger except the little finger of either hand or the ring finger of the left hand.

(*u*) Perceptible lameness or limping.

(*v*) Knock-knee or bowlegs if severe in degree.

(*w*) Clubfoot.

(*x*) Pes cavus with clawing of the toes, if more than mild or of any degree causing symptoms.

(*y*) Flat foot when accompanied with symptoms of weak foot or when the foot is weak on test or painful, pronounced cases of flat foot attended with decided eversion of the foot and marked bulging of the inner border, due to inward rotation of the astragalus, are disqualifying regardless of the presence or absence of subjective symptoms.

(*z*) Loss of either great toe or loss of any two toes on the same foot.

(*aa*) Webbing of all the toes.

(*ab*) Overriding of any of the toes if symptomatic or more than mild in degree.

(*ac*) Ingrowing toenails if severe.

(*ad*) Hallux valgus when sufficiently marked to interfere with locomotion or when accompanied with a painful bunion.

(*ae*) Bunions, if painful or sufficiently pronounced to interfere with function.

(*af*) Hammertoes of such a degree as to interfere with function.

(*ag*) Corns or calluses on the sole of the foot when they are tender or painful.

(*ah*) Bromidrosis, if more than mild.

(14) *Psychiatric disorders:*

(*a*) Psychoses as specified in Army Regulations.

(*b*) Psychoneurotic disorders as specified in Army Regulations.

(*c*) Character and behavior disorders as specified in Army Regulations.

(15) *Neurological disorders:*

(*a*) Neurosyphilis of any form (general paresis, tabes dorsalis, meningovascular syphilis).

(*b*) Degenerative disorders (multiple sclerosis, encephalomyelitis, cerebellar and Friedreich's ataxia, athetoses, Huntington's chorea, muscular atrophies, and dystrophies of any type, cerebral arteriosclerosis).

(*c*) Residuals of infection (moderate and severe residuals of poliomyelitis, meningitis, and abscesses, paralysis agitans, postencephalitic syndromes, Sydenham's chorea).

(*d*) Peripheral nerve disorder (chronic or recurrent neuritis or neuralgia of an intensity which is periodically incapacitating, multiple neuritis, neurofibromatosis).

(*e*) Residuals of trauma (residuals of concussion or severe cerebral trauma, post-traumatic cerebral syndrome, incapacitating severe injuries to peripheral nerves).

(*f*) Paroxysmal convulsive disorders and disturbances of consciousness (grand mal, petit mal, and psychomotor attacks, syncope, narcolepsy, migraine).

(*g*) Miscellaneous disorders (tics, spasmodic torticollis, spasms, brain and spinal cord tumors, operated and unoperated, cerebrovascular disease, congenital malformations, including spina bifida, if associated with neurological manifestations, meningocele, and Meniere's disease).

II. SAMPLE QUESTIONS, MENTAL EXAMINATION

(not complete examinations)

WEST POINT ACHIEVEMENT TESTS

1. MATHEMATICS (one and one-half hours)

The following problems illustrate the difficulty and the subject matter coverage of the examination. A sample answer sheet and a list of the correct answers for these questions follow the description of the West Point Aptitude Test.

Directions.—In this examination, five possible answers are given immediately following each problem. The five answers are lettered A, B, C, D, and E. On the answer sheet you will find, for each problem, five pairs of lines lettered A to E. Solve each problem, using the blank space at the right of the page for scratchwork. Then indicate on the answer sheet the one correct answer by making a heavy black mark between the lines under the letter corresponding to that answer.

Note.—Figures accompanying problems are not necessarily drawn to scale.

USE THIS SPACE FOR FIGURING.

1. If $p^n = x$, $p^{-n} = (?)$

   (A) $-x$ (B) $\frac{-x}{n}$ (C) $\frac{1}{x^{2n}}$

   (D) $\frac{1}{x^n}$ (E) $\frac{1}{x}$

2. Two triangles of equal areas have bases equal to 10 inches and 16 inches, respectively. What is the ratio of the altitude of the first triangle to the altitude of the second triangle?

   (A) 25 to 64 (B) 5 to 8 (C) $\sqrt{10}$ to 4

   (D) 4 to $\sqrt{10}$ (E) 8 to 5

3. As shown in Figure 1, town *P* is 50 miles due east of airfield *T*. A plane flies in a direction $x°$ north of east from *T*. When the plane is directly north of *P*, how many miles is it from *T*?

   (A) $\frac{50}{\cos x°}$ (B) $50 \tan x°$ (C) $50 \cos x°$

   (D) $\frac{\cot x°}{50}$ (E) $\frac{\sin x°}{50}$

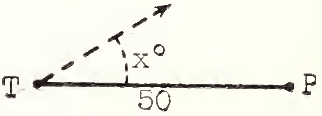


Figure 1

4. The national output of coal is normally *x* tons per month. If a certain coal mine from which *n* tons of coal are obtained each month is shut down for 1 month, what fraction of the normal national output per month is the reduced output for that month?

   (A) $\frac{x-n}{x}$ (B) $\frac{x}{x+n}$ (C) $\frac{n-1}{n}$

   (D) $\frac{nx-n}{x}$ (E) $\frac{x+n}{x}$

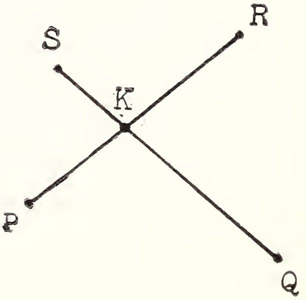


Figure 2

5. In Figure 2, points *P*, *Q*, *R*, and *S* all lie on a circle. *PR* and *QS* intersect at *K*. If $QK=12$, $RK=6$, and $SK=4$, then $PK=(?)$

   (A) 2 (B) 6 (C) 8 (D) 10 (E) 18

6. If $\log_{10} x = 3 + \log_{10} 4$, $x = (?)$

   (A) 7 (B) 12 (C) 250

   (D) 1004 (E) 4000

2. ENGLISH (one and one-half hours)

The practice questions below are illustrative of the general nature and difficulty of the examination. One or two other types of questions may be included in addition to, or in place of, those given below. A sample answer sheet and a list of the correct answers for the practice questions follow the description of the West Point Aptitude Test.

Directions.—Each question below consists of a group of four words, two of which are approximately *opposite* to each other in meaning. Decide which two words in each group are most nearly *opposite* and blacken the space beneath the corresponding pair of numbers on the answer sheet; i. e., mark the space between the dotted lines beneath "1–2" if words numbered 1 and 2 are opposite, beneath "2–4" if words 2 and 4 are opposite, beneath "3–4" if words 3 and 4 are opposite, etc. Mark only one set of dotted lines for each answer.

1. 1—tributary 2—aggrieved 3—vincible 4—appeased
2. 1—eminence 2—learning 3—ignominy 4—latitude
3. 1—foreign 2—affluent 3—indigent 4—persuasive

Directions.—Each of these questions consists of four words numbered 1 to 4. In some of the questions there is *one* misspelled word; in some of the questions all the words are spelled correctly. You are to decide which one of the four words, if any, is misspelled and blacken the space beneath the corresponding number on the answer sheet. If there is *no* spelling error in a question, blacken the space beneath the "O." No question contains more than one misspelled word.

4. 1—digestion 2—antagonistic 3—paralysis 4—herisy
5. 1—committed 2—embarass 3—pronunciation 4—villain
6. 1—inspirational 2—species 3—irreconcilable 4—miscellaneous

Directions.—Certain portions of the sentences below are underlined and numbered. On the right-hand side of the page are suggested several ways of writing or punctuating each underlined portion. Choose the answer which is *best* for formal writing and blacken the space beneath the corresponding number on the appropriate line of the answer sheet.

Our staff reported yesterday that they have not yet deciphered the message.
7

7. (1) have not yet deciphered
   (2) had not yet deciphered
   (3) did not yet decipher

Shelley exerted a strong influence on Browning when he was young.
8

8. (1) when he was young
   (2) when the latter was young
   (3) at an early age
   (4) early in his life

No one was much taken by the applicant's personality, though his credentials
9
indicated that he was pleasant, intelligent, and friendly.

9. (1) , though (2) : though
   (3) ; though (4) . Though

Shakespeare is the most universally loved of all poets.
10

10. (1) of all poets
    (2) of any poet
    (3) of any poets
    (4) of any other poets

Directions.—Each incomplete statement below is followed by five suggested completions, only *one* of which is correct. Select the correct completion and blacken the space beneath the corresponding number on the answer sheet.

11. Washington Irving's works are characterized by
    1—concern with industrial problems
    2—cool impersonality

3—humor and sentimentality
4—bitter satire of his rivals
5—championship of feminism

12. The literary form most characteristic of the Romantic Period is
    1—lyric poetry
    2—the drama
    3—satire
    4—the sonnet sequence
    5—scientific prose

13. The idea that people without great wealth, noble birth, or exceptional beauty are fit subjects for poetry finds conscpicuous expression in
    1—Shakespeare's sonnets
    2—Pope's *The Rape of the Lock*
    3—Dryden's *Absolam and Achitophel*
    4—Wordsworth's *Composed upon Westminster Bridge*
    5—Gray's *Elegy Written in a Country Churchyard*

3. UNITED STATES HISTORY—(one and one-half hours).

The achievement test in United States History will consist entirely of questions of the multiple-choice type. The samples below illustrate the kinds of questions which will be asked and indicate the difficulty and the subject-matter coverage of the examination. A section of map questions may also be included. A sample answer sheet and a list of the correct answers for the sample questions follow the description of the West Point Aptitude Test.

Directions.—Each incomplete statement below is followed by five words, phrases, or clauses, *one* of which will complete the statement correctly. Select the correct completion and blacken the space beneath the corresponding number on the appropriate line on the answer sheet.

1. The Granger movement was supported by
    1—the great cattlemen of the West who wanted the open range retained for their herds
    2—owners of grain elevators who wished to stimulate the production of wheat
    3—people interested in preserving the forests of the United States
    4—pioneers who believed in squatters' rights
    5—farmers who were conscious of their economic hardships
2. Diplomatic immunity is
    1—the condition of a country well-protected by buffer states
    2—a strong, unassailable alliance between states
    3—police protection granted to the embassies of foreign countries
    4—privileges granted by a country to its diplomats because of the nature of their work
    5—the freedom from arrest and taxation accorded to members of the diplomatic staffs of foreign countries

Directions.—Each incomplete statement below is followed by two or more numbered sets of completions. ONE of the 3 completions in each set is FALSE. Find the *false completion* in each set and on the answer sheet blacken the space corresponding to it in number.

However they disagreed on many details, the men who drew up the Constitution of the United States at Philadelphia in 1787 were agreed on certain essentials. The majority wished to create a central government which could

3. 1—support an army strong enough to suppress domestic disorder
   2—make commercial treaties with foreign nations

3—give financial assistance to private debtors
4. 1—pay off its financial obligations
2—collect and enforce interstate tariffs
3—be less directly subject to popular control than were the state governments

After the first World War there was a prolonged agricultural depression in the United States because

5. 1—the fertility of American farms was practically exhausted
2—the great expansion of land under cultivation during the war resulted in unsalable surpluses when the war markets collapsed
3—our high protective tariff prevented foreign nations from selling to us, and consequently they were not able to buy goods from us
6. 1—there was a sharp reduction in the demand for hay and grain to feed draft animals
2—improvements in machines made it possible to produce enormous quantities of agricultural products
3—foreign producers gained over thirty percent of our domestic market for agricultural products

Directions.—Each item in this section is a statement about *one* of the four labor disturbances (lettered A to D) listed below. Select the one to which each statement best applies and blacken the space beneath the corresponding letter on the answer sheet.

(A) Homestead Strike
(B) Pullman Strike
(C) Mining Strike of 1902
(D) Haymarket Affair

7. Was of such great importance that President Theodore Roosevelt intervened and induced a settlement of the matter.
8. Hurt the reputation of the Knights of Labor so much that this organization dissolved not many years later.
9. Culminated in a pitched battle between strikers and Pinkerton detectives hired by the Carnegie Steel Company.
10. Terminated to the advantage of the company because of a federal injunction issued against the labor leaders.
11. Was caused by the hurling of a bomb into the midst of massed strikers.
12. Did not terminate to the advantage of the strikers, principally because the companies involved succeeded in gaining the support of President Cleveland and Attorney General Olney.
13. Ended in signal victory for the strikers because the dispute was arbitrated in their favor.
14. Resulted in the breaking of the union's power and enabled magnates for over forty years to prevent the organization of labor in the steel industry.

Directions.—Each of the following quotations is typical of *one* of the 5 names or phases which follow it. Decide which one of the 5 choices is the most likely source of the quotation and blacken the space beneath its number on the appropriate line on the answer sheet.

NOTE.—You are not expected to recall these quotations from memory. It is intended rather that you examine each statement carefully to determine the point of view it summarizes and then from your knowledge of history select the most probable answer.

15. "We think it so much in the public interest to maintain a vigorous judiciary that we encourage the retirement of elderly judges by offering them a life pension at full salary. Why then should we leave the fulfillment of this public policy to chance or make it dependent upon the desire or prejudice of any individual Justice?
1—Charles E. Hughes
2—Herbert Hoover

3—Franklin Roosevelt
4—Thomas Dewey
5—Alfred Landon

16. "It matters not what way the Superme Court may hereafter decide as to the abstract question of whether slavery may or may not go into a Territory under the Constitution; the people have the lawful means to introduce it or exclude it as they please for the reason that slavery cannot exist a day or an hour, anywhere, unless it is supported by local police regulations."
1—Roger B. Taney
2—John C. Calhoun
3—William Lloyd Garrison
4—Jefferson Davis
5—Stephen A. Douglas

4. WEST POINT APTITUDE TEST

The West Point Aptitude Test is two and one-half hours in length. The questions below indicate the general nature and difficulty of the test. However, one or two other types of questions may be contained in addition to, or instead of, those given below. A sample answer sheet and a list of the correct answers for the practice questions follow this test.

This section is based on an artificial language. The questions measure the understanding of the organization of a language and the ability to apply its principles with speed and accuracy. Principles used include the formation of words from roots, inflection of verbs for tense, agreement of nouns and adjectives, and inflection for number. The following key and questions illustrate the nature of the section.

KEY

Vocabulary

mesrag	the examination	pagrez	to be
poprun	a student	dinez	to like
mesrun	an examiner	cludez	to take
neezag	the difficulty	pol	not

Verbs are formed by changing the noun ending (*ag* or *un*) to
ez for the infinitive.
av for the present tense.
ej for the past tense.
ip for the future tense.

An adjective is formed from a noun by changing the noun ending (*ag* or *un*) to *ub*.

An adjective agrees with its noun in number. The plural of a noun or an adjective is formed by adding *no* to its ending.

There is no translation for the articles.

In questions 1 to 4, inclusive, select the one of the four alternatives which correctly translates the statement. Then on the appropriate line on the answer sheet blacken the space beneath the letter corresponding to that of your choice.

1. The student took the examination.
(*A*) Poprun cludej mesrag.
(*B*) Poprez cludav mesrag.
(*C*) Poprun cludip mesrag.
(*D*) Poprag cludez mesrag.

2. The examinations are not difficult.
(*A*) Mesragno pagravno pol neezub.
(*B*) Mesrag pagravno pol neezub.
(*C*) Mesragno pagravno pol neezubno.
(*D*) Mesragno pagrav pol neezubno.

3. Mesrun mesrip poprunno.
   - (*A*) The examiner examines the students.
   - (*B*) The examiner will examine the students.
   - (*C*) The examiners will examine the student.
   - (*D*) The examiner examined the student.
4. Poprunno poprav neezub mesrag.
   - (*A*) The students study the difficult examinations.
   - (*B*) The student will study the difficult examination.
   - (*C*) The students study the difficult examination.
   - (*D*) The student studied the difficult examinations.

In questions 5 and 6 decide which of the four alternatives should be used to complete the sentence and then on the answer sheet blacken the space beneath the corresponding letter.

5. Mesrun__________mesrag.
   - (*A*) poprip
   - (*B*) popez
   - (*C*) neezip
   - (*D*) pagrej
6. Poprunno__________mesrag.
   - (*A*) mesrun
   - (*B*) cludag
   - (*C*) pagrip
   - (*D*) dinej

This section of the examination consists of a series of algebraic problems which measure the applicant's ability to perform simple algebraic computations with speed and accuracy. The problems cover the elementary principles of addition, subtraction, multiplication, and division in algebra and require a knowledge of such concepts as factoring, exponents, and evaluation.

For each question decide which of the five possible answers, (A), (B), (C), (D), or (E), is the correct one and then blacken the space beneath the corresponding letter on the answer sheet.

USE THIS SPACE FOR FIGURING.

7. If $2x+4y=17$ and $3y-2x=11$, then $y-2x=(?)$

   (A) $\frac{1}{2}$ (B) 1 (C) 2

   (D) 3 (E) 6

8. $\frac{(7)(8)}{(2)(6)}\div\frac{7}{6}=(?)$

   (A) 1 (B) 4 (C) $\frac{14}{3}$

   (D) $\frac{49}{9}$ (E) 8

9. If $h=k=p=5$, $21h^2-17k^2+6p^2=(?)$

   (A) 50 (B) 100 (C) 250
   (D) 500 (E) 1100

10. If $t=-4$ and $n=5$, then $3\ (n-t)-8\ (t-n)=(?)$
    (A) -45 (B) -5 (C) 11 (D) 45

    (E) 99

The following section measures the candidate's comprehension of words and his skill in dealing with word and thought relationships.

Directions.—Each of these questions consist of two words which have a certain relationship to each other followed by five numbered pairs of related words. Select the numbered pair of words which are related to each other in the *same* way as the original pair of words are related to each other. Then, on the answer sheet, blacken the space beneath the number corresponding to the number of the pair you have selected.

11. SMILE : LAUGH :: 1—grin : whimper 2—grin : wail 3—whimper : wail
4—whimper : sad 5—mouth : face

12. SPY : OBSERVE :: 1—wander : travel 2—eavesdrop : listen
3—laugh : play 4—consider : decide 5—ask : investigate

13. MICROSCOPE : SMALL :: 1—binoculars : perspective
2—scissors : sharp 3—telescope : distant
4—magnet : attractive 5—lens : magnified

Directions.—In each of the sentences below there is a blank space indicating that a word has been omitted. Beneath the sentence are five numbered words; from these five words you are to choose the one word which, when inserted in the blank space, *best* fits in with the meaning of the sentence as a whole. Blacken the space beneath the number on the answer sheet which corresponds to the number of the word you have chosen.

14. Although the Alps have often been described as a great ________, they have seldom protected the regions to the south from invasion.
1—phenomenon 2—barrier 3—thoroughfare 4—mystery 5—threat

15. The urban population of the United States has slowly ________, the urban decline in births being more than balanced by migration from the rural areas.
1—decreased 2—consolidated 3—disintegrated 4—increased 5—assimilated

16. Studies of children have shown that democratically organized groups do better and more careful work than groups under the supposedly ________ methods of authoritarianism.
1—dictatorial 2—obsolete 3—efficient 4—cooperative 5—haphazard

The following section is intended to identify the student who can apply basic knowledge in reasoning out solutions to new problems, rather than the student who has simply memorized formulas and processes. It is assumed that the applicant is familiar with the use of algebraic symbols and the elements of geometry.

For each question decide which of the five possible answers, (A), (B), (C), (D), or (E), is the correct one and then blacken the space beneath the corresponding letter on the answer sheet.

USE THIS SPACE FOR FIGURING.

17. A truck is licensed to carry between 7 and 8 tons. What is the maximum number of bushel bags of salt it may carry, if one bushel weighs 70 pounds and one ton equals 2,000 pounds?
(A) 200 (B) 228 (C) 229 (D) 250 (E) 560

18. The reading of a certain instrument is the average of 6 successive positions of the indicator. If variations on either side of 24 are +0.3, −0.7, +0.2, −0.5, +0.2, and −0.4, what is the reading of the instrument?
(A) −9 (B) 23.1 (C) 23.85 (D) 24.15 (E) 24.9

19. A new machine part requires 25% less material than the old part and weighs one half as much. The weight per cubic foot of the new part is how many times that of the old?
(A) $\frac{1}{8}$ (B) $\frac{3}{8}$ (C) $\frac{2}{3}$ (D) $\frac{3}{2}$ (E) 2

20. A rectangular sheet of paper has an area of 24 square inches. If 4 holes, each having a radius of $\frac{1}{2}$ inch, are punched in this sheet of paper, what percent of the area of the rectangle has been punched out?
(A) $\frac{\pi}{2400}$ (B) $\frac{24-\pi}{2400}$ (C) $\frac{25\pi}{6}$
(D) $\frac{50(6-\pi)}{3}$ (E) $\frac{25(24-\pi)}{6}$

5. SAMPLE ANSWER SHEET

Answers to the questions in all examinations will be indicated on a *separate answer sheet* similar to the one below. No credit will be allowed for anything written in the test books. The answers to several of the questions are indicated in the appropriate places on this sample answer sheet. For a list of the correct answers to all questions, see page 163.

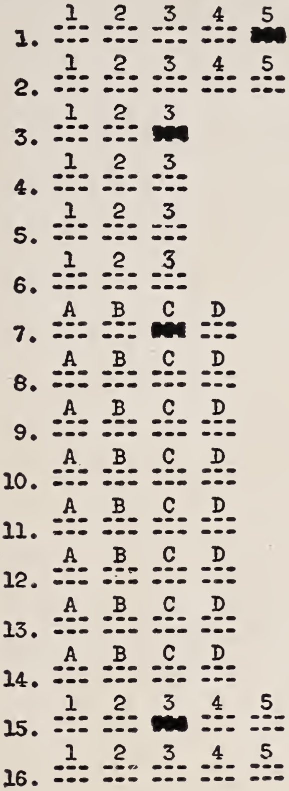
English Examination

1.	1-2	1-3	1-4	2-3	2-4 ■	3-4
2.	1-2	1-3	1-4	2-3	2-4	3-4
3.	1-2	1-3	1-4	2-3	2-4	3-4
4.	1	2	3	4 ■	0	
5.	1	2	3	4	0	
6.	1	2	3	4	0	
7.	1	2 ■	3			
8.	1	2	3	4		
9.	1	2	3	4		
10.	1	2	3	4		
11.	1	2	3 ■	4	5	
12.	1	2	3	4	5	
13.	1	2	3	4	5	

Mathematics Examination

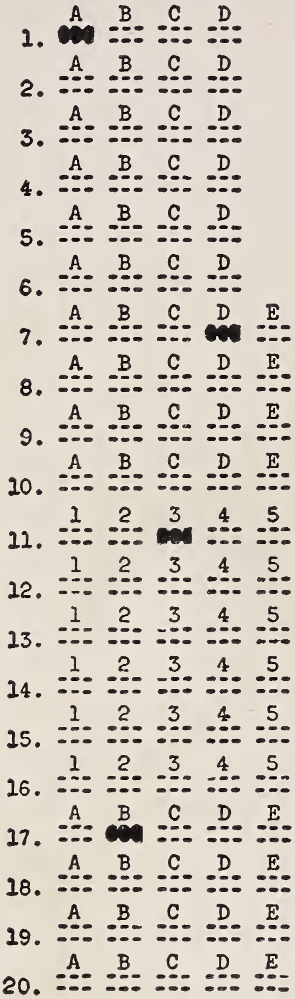
1.	A	B	C	D	E ■
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E

United States History Examination



1. ○1 ○2 ○3 ○4 ●5
2. ○1 ○2 ○3 ○4 ○5
3. ○1 ○2 ●3
4. ○1 ○2 ○3
5. ○1 ○2 ○3
6. ○1 ○2 ○3
7. ○A ○B ●C ○D
8. ○A ○B ○C ○D
9. ○A ○B ○C ○D
10. ○A ○B ○C ○D
11. ○A ○B ○C ○D
12. ○A ○B ○C ○D
13. ○A ○B ○C ○D
14. ○A ○B ○C ○D
15. ○1 ○2 ●3 ○4 ○5
16. ○1 ○2 ○3 ○4 ○5

West Point Aptitude Test



1. ●A ○B ○C ○D
2. ○A ○B ○C ○D
3. ○A ○B ○C ○D
4. ○A ○B ○C ○D
5. ○A ○B ○C ○D
6. ○A ○B ○C ○D
7. ○A ○B ○C ●D ○E
8. ○A ○B ○C ○D ○E
9. ○A ○B ○C ○D ○E
10. ○A ○B ○C ○D ○E
11. ○1 ○2 ●3 ○4 ○5
12. ○1 ○2 ○3 ○4 ○5
13. ○1 ○2 ○3 ○4 ○5
14. ○1 ○2 ○3 ○4 ○5
15. ○1 ○2 ○3 ○4 ○5
16. ○1 ○2 ○3 ○4 ○5
17. ○A ●B ○C ○D ○E
18. ○A ○B ○C ○D ○E
19. ○A ○B ○C ○D ○E
20. ○A ○B ○C ○D ○E

Key to Answers

Mathematics Examination
1. E
2. E
3. A
4. A
5. C
6. E

English Examination
1. 2–4
2. 1–3
3. 2–3
4. 4
5. 2
6. 0
7. 2
8. 2

English Examination—Continued
9. 1
10. 1
11. 3
12. 1
13. 5

United States History Examination
1. 5
2. 5
3. 3
4. 2
5. 1
6. 3
7. C
8. D

United States History Exam.—Cont.
9. A
10. B
11. D
12. B
13. C
14. A
15. 3
16. 5

West Point Aptitude Test
1. A
2. D
3. B
4. C
5. A

West Point Aptitude Test—Continued
6. D
7. D
8. B
9. C
10. E
11. 3
12. 2
13. 3
14. 2
15. 4
16. 3
17. B
18. C
19. C
20. C

INDEX

Page

Academic Board, Members of 114
Academic Calender xi
Academic Prizes and Distinctions 100
Accreditation 35
Achievement Test in English 22, 155
Achievement Test in Mathematics 22, 154
Achievement Test in United States History 22, 156
Activities and Social Life 86
Administration, Officers of 1
Administrative Staff 115
Admission to West Point 13
Age Requirements 20
Aim of West Point 2
Allowances and Pay of Cadets 32
Alternate Candidates 19
American Republics and Canada, Cadets from 19
Appointments 14
Appointments, General Conditions of 14
Aptitude System 67
Aptitude Tests:
  Mental (West Point Aptitude Test) 21, 158
  Physical 25
Association of Graduates 138
Athletic Board 85
Athletic Prizes and Distinctions 102
Athletics:
  Intercollegiate 85
  Intramural 62

Board, Academic, Members of 114
Board of Visitors 106
Buildings and Grounds 91

Cadet Corps:
  Organization 33
  Pay and Allowances 32
Calendar, 1952–1953 x
Calendar, Academic xi
Canada and American Republics, Cadets from 19
Candidates, Alternate 19
Certificates, Educational 22
Character Requirement 20
Chemistry and Physics, Department of: Courses in 55
Christmas Leave 32
Citizenship Requirements 20
Competitive Nominations 14
Competitive Appointments 16
Competitors, Qualified 19
Congressional Medal of Honor Appointments 18
Congressional Nominations 14
Course of Study 35

Page
Credits, Entrance, Required and Optional ... 22

Debate Council ... 88
Deficiency in Aptitude ... 69
Degree Conferred by West Point ... 35
Departments of Instruction ... 35
Deposit Upon Entrance ... 29
Distinctions and Prizes ... 99
Distinguished Cadets ... 99
District of Columbia Nominations ... 14

Educational Certificates ... 22
Educational Qualifications for Admission ... 21
Eighteen Hundred and Second Special Regiment ... 116
Electricity, Department of: Courses in ... 41
Engagement to Serve ... 20
English, Achievement Test in ... 22, 155
English, Department of: Courses in ... 42
English, Entrance Requirements in ... 22
Entrance Requirements ... 20
Examinations, Entrance:
    Medical ... 24
    Physical Aptitude ... 25
    Scholastic:
        Achievement Test in English ... 22, 155
        Achievement Test in Mathematics ... 22, 154
        Achievement Test in United States History ... 22, 156
        West Point Aptitude ... 21, 158
    Time and Place ... 27
Extracurricular Activities ... 86

Faculty and Instructional Staff ... 117
Filipino Cadets ... 19
Film of West Point ... 32
Foreign Cadets ... 19
Foreign Languages, Department of: Courses in ... 43
Forum, Cadet ... 77

General Information ... 32
General Prizes and Distinctions ... 99
General Staff ... 115
Graduates, Association of ... 138
Grounds and Buildings ... 91

Height and Weight Requirements ... 20, 145
History of West Point ... 3
History Requirements ... 21
History, United States ... 22, 156
Holidays ... 32
Honor Military and Honor Naval Schools, Nominations from ... 18
Honor System ... 10
Hospital ... 89

Information, General ... 32
Instruction, Departments of: Courses in:
    Electricity ... 41
    English ... 42
    Foreign Languages ... 43

Page

Instruction, Departments of: Courses in—Continued
  Law 44
  Mathematics 45
  Mechanics 47
  Military Art and Engineering 49
  Military Hygiene 52
  Military Topography and Graphics 53
  Ordnance 54
  Physics and Chemistry 55
  Social Sciences 56
  Tactics 59
Instructional Staff and Faculty 117
Intercollegiate Athletics 85
Intramural Athletics 62

June Entrance Examination 28

Law, Department of: Courses in 44
Leadership Training (Military Psychology) 61
Leave, Christmas 32
Leaves of Absence 32
Librarians and Library Assistants 80
Library 80
Lecture Program 71

Maps:
  Post Proper .... ii–iii
  Northeastern United States 170
  West Point and Vicinity .... Inside Back Cover
March Entrance Examination 27
Marriage, Not Permitted for Cadets 20
Mathematics, Department of: Courses in 45
Mathematics, Entrance Requirements in 22
Mechanics, Department of: Courses in 47
Medical (Physical) Examinations:
  Preliminary for Candidates 24
  Final, for Candidates 25
  Annual, for Cadets 89
Mileage Allowance 30
Military Art and Engineering, Department of: Courses in 49
Military Hygiene, Department of: Courses in 52
Military Instructor Training 61
Military Prizes and Distinctions 99
Military Psychology and Leadership: Courses in 61
Military Topography and Graphics, Department of: Courses in 53
Museum 82
Museum Staff 82

National Guard and Regular Army Nominations 16
National Security, Program of Studies in 65
Nominations to West Point, Sources of 14
Noncompetitive Nominations 15

Officers of Administration 1
Ordnance, Department of: Courses in 54
Organization of Cadet Corps 33

Page

- Panama Canal, Nominations and Appointments from 16
- Pay and Allowances of Cadets 32
- Physical Aptitude Test 25
- Physical Conditioning for Candidates 29
- Physical Education, Courses in 61
- Physical (Medical) Examinations:
  - Preliminary, for Candidates 24
  - Final, for Candidates 25
- Physical Requirements 20, 24, 143
- Physics and Chemistry, Department of: Courses in 55
- Preparatory School, USMA 31
- Presidential Nominations 17
- Prizes and Distinctions:
  - Academic 100
  - Athletic 102
  - General 99
  - Military 99
- Program of Studies in National Security 65
- Promotion After Graduation 32
- Psychology, Military, and Leadership: Courses in 61
- Puerto Rico, Nominations and Appointments 16

- Qualified Alternates and Qualified Competitors 19
- Qualifying for Admission 20

- Regiment, 1802d Special 116
- Regular Army and National Guard Nominations 16
- Religion 79
- Requirements, General, for Admission 20
- Required Credits for Admission 22
- Requirements, Physical, for Admission 20, 24, 143
- Requirements, Scholastic, for Admission 21
- Reserve Component Nominations 16
- Rhodes Scholarships 104

- Sample Questions, Achievement Tests:
  - English 155
  - Mathematics 154
  - United States History 156
  - West Point Aptitude 158
- Scholastic Requirements for Admission 21
- Security, National, Program of Studies in 65
- Service in Armed Forces (Engagement to Serve) 20
- Social Life and Activities 86
- Social Sciences, Department of: Courses in 56
- Sons of Deceased Veterans Nominations 14, 18
- Sources of Admission 14
- Special Educational Activities 76
- Special Staff 115
- Staff, Administrative 115
- Staff, Instructional, and Faculty 117
- Staff, General 115
- Staff, Special 115
- Strength of Cadet Corps, Authorized by Law 14

Page

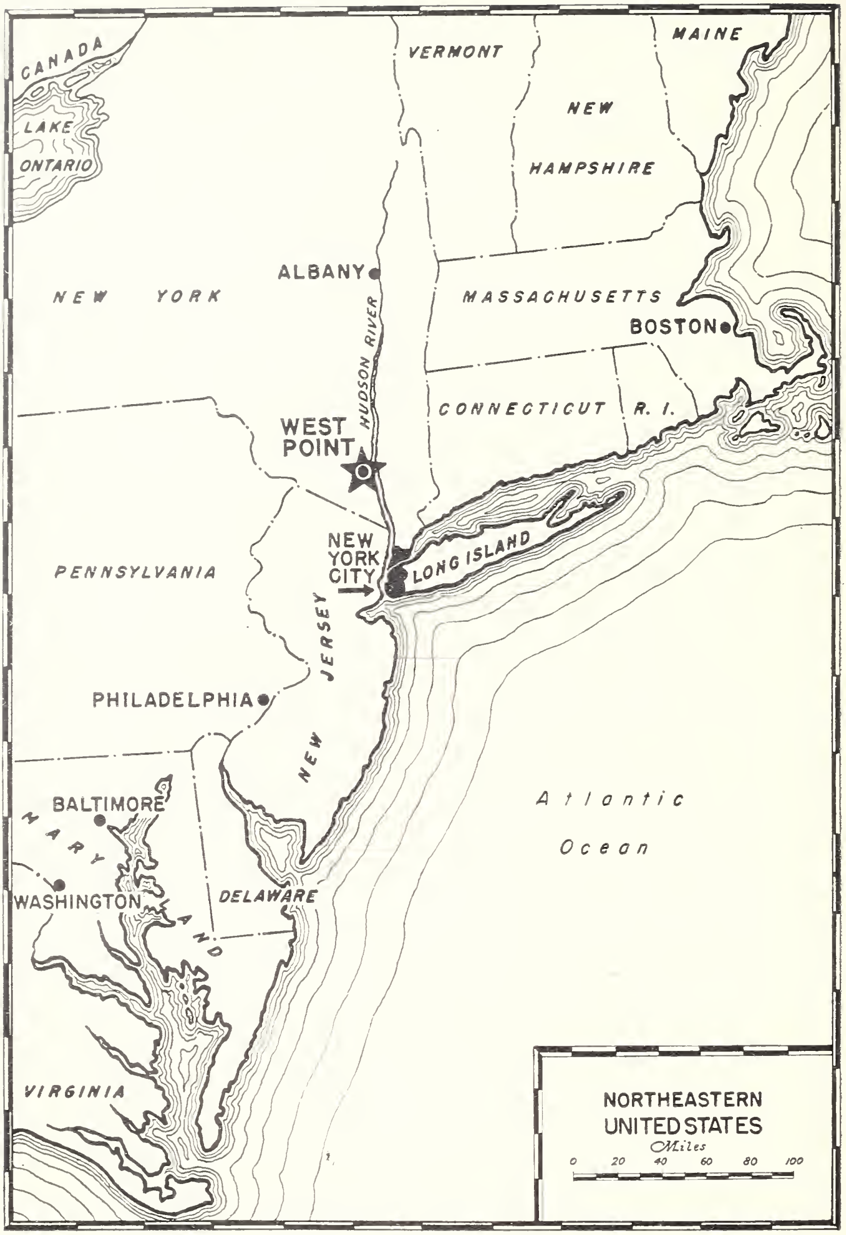
Student Conferences on U. S. Affairs 76
Superintendents, West Point, List of 109

Tactics, Department of: Courses in 59
Territories (Alaska and Hawaii), Nominations and Appointments 14
Tests, Achievement:
  English 22, 155
  Mathematics 22, 154
  United States History 22, 156
  West Point Aptitude 21, 158
Training Hints for Candidates 27, 29

Unification, Education Pertaining to 65
Uniforms and Supplies 32
United States History, Achievement Test in 22, 156
USMA Preparatory School 31

Vice Presidential, Nominations and Appointments 15
Visitors, Board of 106

Weight and Height Requirements 20, 145
West Point Aptitude System 67
West Point Aptitude Test 21, 158
West Point Honor System 10
West Point Museum 82
West Point Preparatory School 31
West Point Societies 139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VERMONT
MAINE
NEW HAMPSHIRE
NEW YORK
ALBANY
HUDSON RIVER
MASSACHUSETTS
BOSTON
CONNECTICUT
R. I.
WEST POINT
NEW YORK CITY
LONG ISLAND
PENNSYLVANIA
NEW JERSEY
PHILADELPHIA
BALTIMORE
MARYLAND
WASHINGTON
DELAWARE
VIRGINIA
Atlantic Ocean
NORTHEASTERN UNITED STATES
Miles
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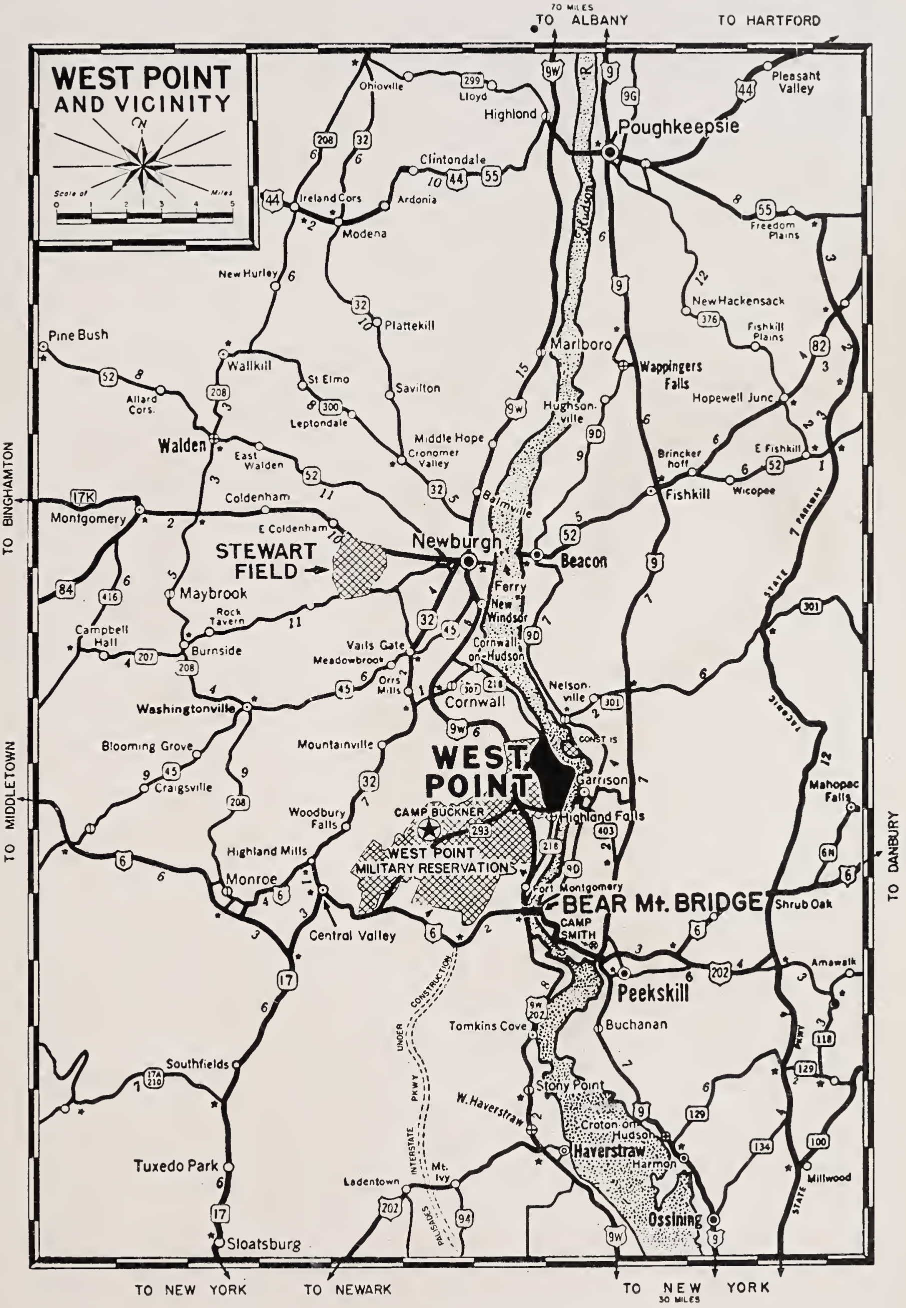
WEST POINT AND VICINITY
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TO ALBANY
TO HARTFORD
TO BINGHAMTON
TO MIDDLETOWN
TO DANBURY
TO NEW YORK
TO NEWARK
TO NEW YORK 30 MILES
Ohioville
Lloyd
Highlond
Poughkeepsie
Pleasant Valley
Clintondale
Ardonia
Ireland Cors
Modena
Freedom Plains
New Hurley
New Hackensack
Fishkill Plains
Plattekill
Pine Bush
Allard Cors.
Wallkill
St Elmo
Leptondale
Savilton
Marlboro
Wappingers Falls
Hughson-ville
Hopewell Junc.
Walden
East Walden
Middle Hope
Cronomer Valley
Brinckerhoff
E Fishkill
Wicopee
Fishkill
Montgomery
Coldenham
E Coldenham
Balmville
Newburgh
Beacon
STEWART FIELD
Maybrook
Campbell Hall
Rock Tavern
Ferry
New Windsor
Burnside
Vails Gate
Meadowbrook
Orrs Mills
Cornwall-on-Hudson
Cornwall
Nelsonville
Washingtonville
Blooming Grove
Craigsville
Mountainville
WEST POINT
CONST IS
Garrison
Mahopac Falls
Woodbury Falls
CAMP BUCKNER
Highland Falls
Highland Mills
WEST POINT MILITARY RESERVATION
Monroe
Central Valley
Fort Montgomery
BEAR Mt. BRIDGE
Shrub Oak
CAMP SMITH
Amawalk
Peekskill
Buchanan
Tomkins Cove
UNDER CONSTRUCTION
INTERSTATE PKWY
Southfields
Stony Point
W. Haverstraw
Croton-on-Hudson
Haverstraw
Harmon
Millwood
Tuxedo Park
Ladentown
Mt. Ivy
PALISADES
Ossining
Sloatsburg
Hudson R.
TACONIC STATE PARKWAY
PKWY
STATE
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299
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416
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118
129
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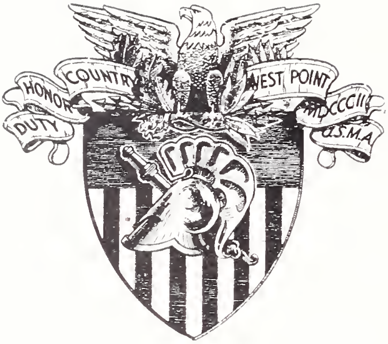
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